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ABSTRACT

Although the Arab-Israeli conflict has been ongoing for half a century, there exists no definitive annotated bibliography of relevant, educational, and representative non-fiction works for children and young adults. Worldwide interest in the Arab-Israeli conflict has prompted an increasing demand by librarians, students, scholars, and the general public for materials containing historical background and diverse points of view on the topic. While there is a large quantity of adult material on the topic, it is not covered sufficiently in juvenile literature. This document provides an annotated bibliography of 103 works concerning the history and background of the conflict, the various wars, works by and about important figures, personal narratives and memoirs, interviews, pictorial works, stories, and poems. This compilation provides a resource for librarians, educators, and parents to assist schoolchildren's understanding of the conflict by supplying simple explanations about war, death, and killing. The compilation will also assist collection development and acquisition department librarians. The selection checklist, and author, title, and subject indices are included. (Contains 87 references.) (Author/SWC)

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THE CITY UNIVERSITY OF NEW YORK

QUEENS COLLEGE

THE ARAB-ISRAELI CONFLICT AS DEPICTED IN CHILDREN'S AND YOUNG ADULT NON-FICTION LITERATURE

MASTERS THESIS

SUBMITTED TO

DR. KAREN P. SMITH

GLIS 709

GRADUATE SCHOOL OF LIBRARY AND

INFORMATION STUDIES

BY

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ABSTRACT

Although the Arab-Israeli conflict has been ongoing for half a century, there exists no definitive annotated bibliography of educational, relevant, informational and representative non-fiction works pertinent to this world shattering event for children and young adults. This study has as its centerpiece and focal point a current, extensive, evocative and evaluative seminal compendium entirely devoted and directed toward the intellectual enlightenment of young library users. Learned insights and opinions by scholars and professionals who are anxious to impart their knowledge and experiences to a young audience are included. The prime purpose and intention of the bibliography's compiler was to provide in one expansive document a wide scope of essential effective materials in order for young users to obtain only the most appropriate choices for their studies and inquisitive minds. The bibliography's scope encompasses the history of the conflict, the reasons for its existence in the latter half of the twentieth century, the primary military and political figures involved personal memoirs, interviews, and insights into the minds and souls of ordinary peoples and youth entrapped within the roil, and the long arduous struggle to forge a lasting genuine peace in the region of the Middle East. The nature of the works encompass historical narratives, essays, newspaper and periodical articles, textbooks, pictorial works, atlases, diaries and various other factual presentations. This collection should become an invaluable resource to any well-balanced library collection. The bibliography will grow even more functional and efficient as a basic access tool after up-to-date additions have been amended by other enterprising compilers who are interested in keeping it a timely investigative implement for future inquiring young historians.

THE ARAB-ISRAELI CONFLICT
AS DEPICTED IN CHILDREN'S AND YOUNG ADULT
NON-FICTION LITERATURE

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CHAPTER I

THE PROBLEM

Introduction

Israel is an independent Jewish state, small in size and population, located at the southwestern tip of Asia on the eastern shore of the Mediterranean Sea. It achieved independence in 1948. From the instant of its birth, the new state of Israel was plunged into conflicts with its neighbors. On May 14, 1948, Israel was attacked by the armies of Egypt, Jordan, Lebanon, Syria, and Iraq. This War of Independence was the first of several wars between the Israelis and the Arabs including those fought in 1956, 1967, 1970, 1973, 1982 and the Intifada (children's uprising) of 1987.

"Since Biblical days, Jews of the Diaspora have hoped that they would return to Zion, the promised land, where the ancient Jewish state had been located, as described in the Bible. Over the centuries Zionism, founded by Theodor Herzl, focused on spiritual, religious, cultural, social, and historical links between Jews and the holy land." Reich, 1992 (xiii).

Worldwide interest in the Arab-Israeli conflict has prompted an increasing demand by librarians, students, scholars and the general public for materials containing historical background and diverse points of view on the topic. This study provides requested information in the form of non-fiction juvenile literature by authors and experts versed in this continuing event.

Background of the Problem

Search for a Homeland

After many years of living as outcasts, the Jewish people sought a homeland. Feeling that Israel was their rightful place to settle many thousands emigrated in 1917. During the following decades numerous tensions arose in Israel between the Palestinian Arabs and the Israelis resulting in a major conflict.

Reasons for the Conflict

Interpreters of the conflict offer opinions that this ongoing aggressive action stemmed from the Balfour Declaration of 1917 issued by the British government then in control of Palestine. Britain felt it was justified in supporting and instituting a Jewish homeland in Palestine. "The Balfour Declaration favored the establishment in Palestine of a national homeland for the Jewish people, it being clearly understood that nothing should be done which might prejudice the civil and religious rights of existing non-Jewish communities in Palestine." Bailey, 1982 (1).

The British believed that by issuing the Balfour Declaration, they had instituted a peaceful and equitable arrangement regarding the partition of Palestine between the Palestinian Arabs and the Jews. The Declaration, rather than settling differences, tended to inflame Arab emotions which developed into angry confrontations leading to minor wars and skirmishes eventually climaxing into the major violent Arab-Israeli conflict.

In the course of time, during and after World War II (1939 to 1945), the number of Jewish settlers in British Palestine was swollen by those fleeing from the Nazi terror in Europe. Hundreds of thousands of Jews emigrated to Palestine and established homes and businesses. The influx of these Jews into the traditionally Arab-held land caused growing Arab antagonism as the Palestinian Arabs realized that the Jews were gaining an increasing amount of control and domination in their territory.

Libraries as Information Centers

The Arab-Israeli conflict has at its roots two differing cultures, races and religions attempting to exist in one place in the same time period. This antagonism evolved into military, political and religious wars that make up the conflict.

Various materials containing opinions, interpretations and other forms of information dissecting the conflict may be found in the libraries of various colleges, universities, public and private schools, cultural institutions as well as theological seminaries. Significant collections of materials are housed in the Lehman Library at Columbia University, Grinton I. Will Library in Yonkers, White Plains Public Library, Brooklyn Public Library and the libraries that form the City University of New York system. Prolific discussions, authorship of monographs, tomes and dissertations regarding the conflict have been an ongoing process leading into the 1990s. Aspects of the Arab-Israeli conflict have been analyzed in extensive authorship by scholars, historians,

journalists, politicians and professionals involved with world affairs. A selection of these important works are included in Chapters II and IV of this study.

Statement of the Problem

Lack of Sufficient and Organized Non-Fiction Juvenile Literature

Despite the large quantity of adult material available, including all-encompassing bibliographies, on the Arab-Israeli conflict published in numerous languages including Russian, German, French, English, Arabic and Hebrew, this topic is not sufficiently covered in juvenile literature.

A great deal of diversified and well-organized literature may be easily found in the adult sections of libraries. But the children's and young adult books and other materials, by their sparseness in the stacks, indicate a lack of sufficient non-fiction literature to influence the young people's comprehension of the enormity and significance of the conflict and its effect on world affairs. The essential need for adequate and more focused bibliographic control of what non-fiction juvenile literature is available, is very apparent.

Purpose of the Study

The compiler intended to provide for the clarification of children and young adults as well as parents, teachers, educators,

administrators and librarians an annotated, comprehensive, educational and helpful compendium of juvenile non-fiction books and various materials in one place and on only one subject, the Arab-Israeli conflict. This would eliminate the scattering and fragmenting of information as it now exists and avoid time-consuming researching by library users. This very useful tool is divided into subject classifications to assist entry to the desired topic quickly and accurately. Within this listing the users will find works concerning the history and background of the conflict, the various wars, works by and about important figures, personal narratives and memoirs, interviews, pictorial works, stories, poems and various strategems as to possible solutions to the impasse which would lead to peace.

Several authors included in this selected annotated bibliography concentrate on those youngsters who have been forced to exist in a region in crisis while trying to live as normally as possible within this atmosphere of impending disaster. Parents and other interested parties, after examining the adult literature as well as the juvenile works, will be better able to communicate to the youngsters the subject of the Arab-Israeli conflict as well as war and peace in general as they apply within this current era of world affairs.

Research Questions

1. Does the literature indicate that the authors fictionalize, popularize, or embellish their historical writings just to

appeal to a children's and young adult readership?

2. To what extent do the authors display or portray a pronounced prejudicial attitude toward the Palestinian Arabs?

3. To what extent do the authors depict the Palestinian Arabs in a stereotypical manner?

4. Do the authors attempt to add an element of humanity to their writings or is the literature written as purely historical?

Assumptions

School and public libraries are expected to provide users with many varied and pertinent sources of historical information which apply specifically to the conflict. These libraries should respond to the needs and queries of schoolchildren by providing easy access to topics relating to the Middle Eastern crisis which will be found in the multi-dimensional materials in this bibliography. The compiler assumes that librarians will refer to this collection as a basic implement to distribute informative materials to students. They can point out works that emphasize the particular subject being investigated by the students.

> Children in many countries have access to two types of libraries: the school library and the public library. In general, the school library relates to the curriculum of the institution it serves...their common goal is to offer access to materials that will help them become literate, lifelong learners, able to obtain access to information in a reasonable time in their local area." Wedgeworth, 1993 (190).

The compiler further assumes that many students will use this bibliography not only for its illuminating and inclusive coverage of the conflict but as a resource tool to obtain literature

applicable to other topics. These may include the nature and psychological effects of war in general, peace efforts, land disputes, religious and political affairs, and biographies of important figures who played a part in this dramatic event in world history. Another aspect would be the students' understanding of the lives, stresses and fears of Arab and Israeli children during wartime. It can be assumed that the libraries will be the information centers where the students can feel confident of finding the works encompassed in this bibliography. All the included materials were inspected and chosen especially for their availability in the public and school libraries.

Rationale for this Resource

This current bibliographical tool which encompasses a variety of materials should provide librarians and teachers with a significant guide to indicate to students the ways and means to locate and approach source materials relating to the conflict. The students will be enabled to search this bibliography for basic background information and newsworthy topics to update their research.

Importance of the Study

This extensive bibliography acts as an important primary resource instrument for librarians and teachers to offer selected works for a typical school curriculum. As an invaluable, timely and timeless research and reference tool it provides a listing of

books, periodical and newspaper articles pertaining to the Middle East crisis. The compiler feels that the bibliography meets the basic criteria of availability, currency, accuracy, relevance and usefulness. These integral factors were taken into consideration during the research, compilation and final version of the bibliography. The collection will be a valuable aid to librarians in public, private schools, and academic libraries whose primary objective is the dissemination of information to children and young adults. These librarians for children and young adults have defined their task as bringing books and children together. They understand that a major part of their responsibility is to coordinate the holdings of the library with the school curriculum by consulting and cooperating with the teachers in developing collections to assist the students in accomplishing the goals set out in their syllabi.

> Traditional library services to children and young adults have included providing circulating materials, reference services, and reader's advisory services; helping children and young adults use the library; and promoting the enjoyment of reading. Children's librarians have always carried the extra responsibility of being advocates for children in such areas as access to information, intellectual freedom, and networking with other youth agencies. Kent and Daily, 1982 (191).

Focus of the Compilation

The researcher has focused this compilation to constitute an important informative implement for librarians, educators and parents to assist schoolchildren's understanding of the conflict by supplying simple explanations about war, death, and killing. It provides easy entry to these meaningful facets within the

education of young students.

In addition, this collation has been developed to assist the collection development and acquisitions department librarians to decide the value of the books and articles listed for their importance within the library holdings of their various institutions. Then they can make educated judgments to broaden their collections in subjects such as history, geography, government, international affairs and other topics included in the social and political sciences.

The Compilation as an Educational Tool

On November 20, 1959 the General Assembly of the United Nations adopted the Declaration of the Rights of the Child which affirmed the rights of all children to receive protection and to especially receive education. It states in principal 7, "The child is entitled to receive education which will promote his general culture, and enable him to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society." A Children's Chorus: Celebrating the 30th Anniversary of the Declaration of the Rights of the Child, 1989 (Preamble).

Many people in the public eye, in entertainment as well as government and politics, share this concept of the importance for children and young adults to acquire a thorough education especially by utilizing the holdings and assets in their school and public libraries. These people actively work toward supporting and

familiarizing the public with libraries because they understand that the materials in these institutions are important tools aimed toward educating future generations. Audrey Hepburn, who was an actress and an activist for children's rights, states in A Children's Chorus, "All children have rights but many grow up in countries ravaged by war and will never have the chance to learn and grow. This book is about the Rights of the Child: for children to look at, to share with a brother or sister, parent, teacher, friend; to laugh and to learn the joy that should belong to every child." UNICEF, 1989 (Introduction).

Scope and Delimitations of the Bibliography

Scope

The scope of this seminal work is meant to link its users with a multi-faceted understanding of the Arab-Israeli conflict. As a listing never previously undertaken, the range is very expansive and extensive to enfold as much applicable material as possible. Books and other resources were included with the intention of dispersing information regarding the results of the negative attitudes and misunderstandings between the two ethnic groups that led to the awesome conflict. The underlying purpose and aspiration of this project is to introduce relevant selected monographs and articles to children and adolescents that will make them think about the reasons for the start of wars and the traumatizing results of such wars.

Broad Parameters

The parameters of the bibliography extend from a short introduction of the places and peoples of the region of the Middle East, the background of the conflict, the ensuing problems between these two divergent cultures and with other adjoining Arab controlled states, the major players involved on the Middle Eastern stage, to the attempts at peaceful negotiations. Some works deal with the terrible conflict which resulted in the loss of countless Israeli and Arab lives and property. Other works including personal reminiscences and interviews recount the effects of the turmoil in relation to the quality of life of the Arab and Israeli children. An historical timeline layout was used for the bibliography's arrangement.

Much thought, perception and decision were involved to make the choices of the works that must be presented. Every selection was studied carefully, critically, thoughtfully and analyzed as to its relevance and worth The authors were specifically chosen for their narrative and interpretive skills of the topic under scrutiny which they have aimed at the readers' grade levels. Each annotated work serves the purpose of precisely rounding out the portrayal of the conflict and defining the central point and intention of the compilation which is designed as a definitive resource and access tool.

Delimitations

Several delimitations in the painstaking search for useful

suitable non-fiction juvenile Arab-Israeli conflict literature were encountered. Some authors of children's materials did not delve in-depth into the various aspects of the Arab-Israeli problem but stated their viewpoints in only a cursory paragraph or two. Other authors discussed the topic in pedantic language that was far above the grade levels of the target audience for which this study was intended.

While seeking materials, the researcher has found there is a lack of compatible and worthwhile monographs, periodicals and related material that could enhance this bibliography. Given the topic, it was difficult to find even in the libraries of some Jewish institutions inclusive works in their stacks or archives for their patrons. The researcher understands that non-print materials such as films, recordings, and even a board game exist but they could not be located in any of the institutions, bookstores, or libraries investigated.

After consulting several bibliographies in numerous libraries it was apparent that these compilations were comprised mainly of adult literature or works of fiction for youngsters and only a scattering of non-fiction juvenile materials on the subject. No specific collection on this particular topic for juveniles was found. Many authors seem to have fictionalized their story lines because they may feel this type of book will be much more interesting and appealing to their young readers than non-fiction.

Several of the works, both juvenile and survey materials, contained in the collections of the libraries were discarded

because they were written in foreign languages such as Arabic, French and Hebrew. Only those written in English or translated into English were deemed usable thus narrowing the choices.

The delimitations described acted to reinforce the researcher's resolve and determination to obtain those books and other materials essential for a fact-filled, effective and informative bibliography of children's and young adult non-fiction literature depicting the Arab-Israeli conflict.

CHAPTER II

REVIEW OF RELATED LITERATURE

Overview

This review of related literature contains a wide variety of diverse explications and incisive viewpoints relative to the Arab-Israeli conflict ranging from the Palestinian Arab to the Israeli. The researcher analyzed the foundation literature pertinent to the conflict in order to determine the value of the published research works and studies that have been conducted.

It was clear that the authors chosen for inclusion in Chapter II agree that the conflict is firmly embedded in social, political, religious and military history. Their analyses are basically similar regarding these aspects but their value judgements differ in shaping their concepts and theories of this historical event.

Need for the Study

The underlying issues concerning the conflict should be explored and examined by adults as well as students. The bibliographer developed this study to suit the needs of diffuse library users including teachers, librarians, parents and others with an interest in learning about the issues involved in the Arab-Israeli conflict. These adults all play differing roles in

communicating information to young students. Therefore, the literature in the review focuses on this exchange of ideas and seeks to assist in shaping a frame of reference regarding the conflict. The works reviewed provide insight and understanding and provoke discussion about the topics of war, peace, childhood under conflict as well as ethnic and cultural differences.

There has been a constant and overwhelming stream of interpretative historical literature focusing on this crisis which has influenced the compiler to select only those considered to be prime first sources of international scholarship. This review in its survey of adult non-fiction as well as several juvenile works traces the evolution of the Arab-Israeli conflict from its roots to the present from disparate perspectives and ideologies.

Purpose of this Study

This chapter surveys diverse types of non-fiction related literature that will enhance and strengthen the understanding of the sources selected for the annotated juvenile bibliography in Chapter IV. The review is so devised as to provide a reasonably balanced grouping of primary source materials concerning interpolations of aspects of the Arab-Israeli problem arranged in an historical timeline fashion.

An attempt has been made to cover the basic resources pertaining to this problem which may be helpful to patrons who are interested in the topic. Students will find useful background

materials for homework and research papers. The writings aim to provide an introspection into contrasting and comparative literature. The review concentrates on the same areas of analysis as developed in Chapter IV. Several types of literary works discussed and diagnosed include area studies, bibliographies, case studies, dictionaries, historical narratives, interviews, technical reports among others.

Selection of Review Material

A conscious effort was made to encompass relevant, focused non-fiction materials for Chapter II as well as Chapter IV to constitute a basic core of the most current and respected works and studies on the conflict. The literature illustrates the commitment and dedication of the authors to the presentation of definitive and detailed explorations of topics composing the Arab-Israeli conflict.

Works surveyed cover the historical and social background of the Middle East, the origins of the conflict, the reasons for and the results of the ensuing wars, viewpoints of international figures, and the impressions and reactions of the children living in the war torn area. Many different sides of the conflict are presented in concepts by authors who informatively state their ideas, theories and opinions of the crisis and the people involved.

By including juvenile works in this survey chapter and in the annotated entries in Chapter IV, the bibliographer will reinforce

the awareness that adult and juvenile literature on the same subject provide a complete background of the topic from two levels. This scholarship will assist the library patron to gain an insight into the problem that has overwhelmed the Middle East and influenced and involved the rest of the world.

Historical Background of the Conflict

This summary of the historical background of the conflict is necessary for researchers and other interested parties to understand the basic facts as perceived by the authors in the review literature.

The Arab-Israeli conflict had its beginnings as far back as the late 1800s when Jewish immigrants returned to the Palestine they considered their national homeland as foretold in the Bible.

During the years prior to the Balfour Declaration of 1917 the Arabs and Jews disputed land ownership, grazing rights, and neighborly relations. The Declaration alarmed the Palestinian Arabs when the Zionists' made it clear that they intended to convert the country into a Jewish state. The Arabs wanted Palestine to remain an Arab state in which the Jews would have cultural and religious rights and representation in the government. The Jews found this plan unacceptable and refused to comply.

Jews Emigrate to Palestine

Many thousands more Jews, after the watershed year of 1917,

emigrated to Palestine creating further tensions with the Palestinian Arabs. The Jews became very involved with Palestine's politics, industries and with the settlement of the land. Although there were many ongoing political and military rivalries the Jews felt they could not and would not leave their destined land. During and after the Holocaust the Jewish people again sought refuge in Palestine. The large numbers of emigres again further complicated and jeopardized Arab and Israeli relations. The ongoing Jewish entry into Palestine presented a formidable problem for the British who controlled Palestine at that time. In 1947 the British, feeling that they could not settle the Palestine question, appealed to the United Nations for a solution. The United Nations voted to partition Palestine into a Jewish state and an Arab state. Although the Jews accepted the partition plan, the Palestinian Arabs showed their resentment and discontent by instigating small scale skirmishes with the Jews. These political and religious wars grew into major confrontations which then escalated into the Arab-Israeli conflict.

Hostility Escalates

The writers included in the review agree that the problems caused by the partition plan became critical with ever-widening repercussions. The situation was exacerbated when Israel became an independent state on May 14, 1948. Historians have defined the conflict on three levels: the dispute between the Palestinian Arabs and Israel, the involvement of the United States

as well as other countries in Israel's affairs, and the ensuing differences among the Arab states over the solution to the Palestine problem. The long standing dispute has resulted in several major wars starting in 1948, continuing through the Intifada of 1987 and still ongoing with random acts of terrorism.

The increased ferocity and intensity of each military action added to the determination of the Israelis to fight not only for their survival but for that of future generations. The struggle to occupy the same piece of land at the same historical time period has left the Jews with nowhere else to go while the Palestinian Arabs still claim their lawful right to live there. Efforts toward peace have been advanced since the start of the conflict. In 1995 Prime Minister Yitzhak Rabin and Palestine Liberation Organization leader Yassar Arafat signed a peace accord with all parties hoping for a lasting peace that has yet to be realized.

> The Middle East Conflict has been a tragedy for all involved in it. Neighbors, instead of devoting themselves to the task of advancing the lot of the common man in a backward area, are pitted against each other in armed confrontation. This senseless waste of lives and wealth has been the fate of this area. The struggle of the Middle East transcends its local nature because of its global implications for world peace: from a military and political point of view it has a direct bearing on East-West confrontation. Thus, world attention has been focused on this struggle in every aspect. Herzog, 1982 (Preface).

Organization of this Chapter

The works chosen for the review of related literature examine the regional and international dimensions of the conflict through its escalating development. Utility and availability of the sources

became the criteria for each work's inclusion. The review is organized by subject classifications for quick, accurate and easy access. An attempt has been made to interpret and critique the sources in each category for the advantage of the readers. The formulation of the content material and the flow of the subject classifications will conform in Chapter II and Chapter IV benefitting the library user with insight and entry into the topic of his choosing for relevant materials.

It was necessary for the compiler to formulate suitable headings and form subheadings by consulting the four volume Library of Congress Subject Headings, 18th ed., 1995. Each section in the review contains a main subject heading with subheadings exploring differing methodological approaches and/or types of literature analyzed.

Middle East-Social life and customs

Area studies

Two contrasting monographs with the same title are introduced as background pieces to familiarize the interested library patron with the cultures, religions and methods of daily living of the Palestinian Arabs and Israelis. The works exhibit the societal differences that add to the causes and effects of the ongoing crisis. The Middle East, Mason 1988, chronicles facts in relation to Arab society. His work, aimed at a children's audience, describes the Arab's culture, customs and religion. The educational value of the work for adults as well as juveniles is

obvious as he intensively delves into the Arab's means of survival, their traditions, schools and methods of educating their children.

The Middle East, Peretz 1973, concerns itself with the Israelis and their struggle for survival in the Middle East. Peretz feels that despite the handicaps of living in an area surrounded by hostile neighbors, Israel has become a dynamic state. Just as Mason, he describes the Israeli people and their traditions, religion, way of life and educational system.

Although the authors explore the diverse societies of the Palestinian Arabs and Israelis, they both state that the two peoples have many similarities as well. The majority are religious, hard working to earn their living, and seek to educate their children for a better life in a peaceful world.

After familiarizing themselves with these two written accounts, library patrons will achieve insight and understanding into the thought processes and lifestyles of the Arab and Israeli people who have entered the modern era with roots dating back to ancient times. Both are written with clarity and in a straightforward manner. Accompanying illustrations and photographs of the peoples and places illuminate and highlight the ideas.

Israel-Arab conflicts-Origin

General works

The following grouping of historical research texts deal mainly with the origins of the Arab-Israeli conflict. The authors'

distinctive viewpoints enable the library researcher to comprehend the origins of the conflict from differing vantage points. The three historical monographs discuss the scope and wide parameters of the conflict from its start to its evolution as a contemporary problem. To understand this complex issue the interested users must seek books that attempt to provide answers. These three authors examine, analyze and respond to the various questions regarding the beginnings of the conflict.

The Origins of the Arab-Israeli Wars, Ovendale 1987; One Land, Two Peoples, Gerner 1991; and Palestine of the Arabs, Erskine 1976, trace the evolution of the Arab-Israeli conflict since its inception and examine the factors that should be addressed to resolve this critical dilemma that has affected the entire world.

Ovendale advances the Israeli point of view that Zionism led the way to settlement in Palestine, their Biblical homeland. Ovendale believes as the Israelis, that Israel is the place for the Jews to live in peace. He stresses that the underlying issues of the conflict are firmly embedded in the religious history of the Jews.

Gerner states the objective viewpoint held by many political scientists, that the conflict as a topic is fundamentally historical. She believes that many of the purely historical events have been interpreted differently and perhaps strategically twisted over the years by the various Arab and Israeli military and political figures involved in the crisis.

Erskine, although attempting to adopt an impersonal viewpoint, obviously sympathizes with the Palestinian Arabs. She tries to weave the theorizings of both the Palestinian Arabs and the Israelis impartially into her text but this objective attitude is dispelled when she states, "The Zionists should look on the Arab with approval and refrain from grudging him a place in the sun." (236).

The authors' contrasting expressions and ideas will provide readers with differing aspects of the reasons for the start of the conflict. The texts contain tightly integrated illustrations, maps, tables with bibliographies and indexes.

Israel-Arab conflicts

Bibliography

While considering sources for this compilation of non-fiction works, the compiler consulted the few subject bibliographies that exist on this topic for insight. Most of these bibliographies date back to the 1970s and more current compilations could not be found. The following five bibliographies chosen for discussion typically provide adult sources only excluding children and young adult resources. It soon became quite apparent that there is a need and a niche for a comprehensive bibliography of juvenile non-fiction materials.

The works under investigation use the same methodological approach and design as the compiler of this study used to produce a worthwhile and meaningful compendium. Of the five

bibliographies surveyed, three profile resources that attempt to be unbiased while two favor the Arabs' position.

The Arab-Israeli Conflict: A Historical, Political, Social & Military Bibliography, Devore 1976, proposes to act as an impartial guide to the resource literature for graduate and undergraduate students. It is invaluable for the researcher interested in an holistic approach to the Arab-Israeli crisis. Devore provides a chronology of the conflict and divides his work into various categories under major subject headings and subheadings with each entry numbered. His entries lead to sources centering on peoples, places, the major wars of the conflict and peace efforts. Although he has included an author index the bibliography would be more valuable and advantageous for the user had he included annotations as well as subject and title indexes.

The Arab-Israeli Conflict 1945-1971: A Bibliography, Sherman 1978, compares favorably with Devore's effort by attempting to include sources that offer a non-prejudicial view of the conflict. Sherman, as Devore, numbers his entries which also lack annotations. Unlike Devore, it is difficult to find a needed specific topic in this work because it is formulated chronologically according to the date of publication of each work. This makes the bibliography difficult to use by the uninitiated and even the experienced researcher who is unfamiliar with this technique of accessing materials. The only means to find a wanted subject area is by searching through the numbered entries in the subject or author index.

Palestine and the Arab-Israeli Conflict: An Annotated Bibliography, Khalidi and Khadduri, eds. 1974, much as Devore and Sherman, attempt to develop a core of impartial primary and secondary sources on various aspects of the "Palestine question" which they believe can be the basis for future bibliographical works. Khalidi and Khadduri try to balance their selections as do Devore and Sherman. This descriptive/evaluative listing delves into materials that concentrate on the roots of the conflict from 1880 to 1971. The editors provide sources that focus on and deal with the economic, social and cultural life of the Israelis and Palestinian Arabs who occupy the same territory. An author/title index is available with entry numbers of the citations.

The two publications that follow examine the Arab's point of view and have been intentionally selected to balance and offset the objective nature of the previous three bibliographies. By this method potential users can achieve a thorough education from studying conflicting thought provoking representations of the conflict.

The Arab-Israeli Dispute: An Annotated Bibliography of Bibliographies, Geddes 1973, although a volume of only eight leaves, this source contains a wealth of informative material based on a compilation of bibliographies the majority of which include Arab authors. The work is arranged alphabetically and includes bibliographies of pamphlets, documents, dissertations, paperback books, and periodical literature.

Descriptive annotations are written in Arabic with English translations. Some of the bibliographies cited contain Arabic sources that concentrate on Palestine and Palestinian affairs. No indexes are included.

The Arab stance is again apparent in An Analytical Guide to the Bibliographies on the Arab Fertile Crescent, Geddes 1975. Geddes has divided his guide into two sections: An Analytical Guide to the Bibliographies on the Arab Fertile Crescent and An Analytical Guide to the Bibliographies on the Arab-Israeli Conflict. This guide concentrates on Islam and the Muslim world. The index to Arabic authors and titles is written entirely in Arabic with no English transliteration making selection impossible for those who do not know the language. The citations are alphabetically arranged, numbered and annotated. Geddes does not include any references to the Arab-Israeli conflict in his subject and geographical indexes as he feels the annotated citations will suffice.

These bibliographies offer an awareness of the conflict from differing approaches and tangents. Even though the sources separately may present the user with access difficulty or a language barrier problem, if used in concert they can greatly benefit the user's search for worthy research material.

Dictionaries

Specialized subject dictionaries are important and necessary to explain the particular foreign terms and words used in the works

contained in this study. This triptych of dictionaries can be used as adjunct study aids. Arranged in alphabetical dictionary format, the three expert bibliographic tools profiled in this section of the review can be considered specific subject encyclopedias as well.

The Middle East: A Political Dictionary, Ziring 1992, includes descriptive backgrounds of wars and their significant outcomes and consequences. His explanations of each entry and its significance are very informative. He feels that the war has escalated due to the Israeli occupation of the West Bank. Ziring does not crowd his text and includes a paragraph of "significance" for additional insight and clarity. Ziring, unlike Shimoni and Rolef who follow, not only states the historical facts but opines openly after each definition as to the reason and importance for its incorporation in his dictionary.

The Political Dictionary of the Arab World, Shimoni 1987, just as Ziring, propounds on the conflict as he discusses its origin from 1948 to the Intifada of 1987. Shimoni emphasizes the politics that were involved and their influence over the course and outcome of the wars. He stresses the Arab's conception of events and agrees with their growing demands for a Palestinian Arab state. Readers can gain a complete knowledge of each finite detail of the 1967 Six-Day War as Shimoni effectively recounts each step. A large portion of his work focuses on this significant event.

Unlike Ziring who does not accentuate his facts with illustrations, Shimoni includes a number of maps woven with the text that provide the reader with a beneficial perspective of the areas under discussion.

This emphasis on a political description of the Middle East in dictionary form, can also be found in the Political Dictionary of the State of Israel, Rolef 1987, wherein the historian details in a step-by-step process the political history that eventually evolved into the various ramifications of the conflict. The author objectively defines in mini-essays the causes for the start of the conflict, the ensuing wars, and the efforts toward a peaceful solution of the problem. Although Rolef intends to remain non-judgmental, it is apparent that she tends to favor the Israelis maintaining a Jewish state. The wrath of the Palestinian Arabs and the Arabs in adjoining states has not permitted the Israelis to live in peace. She states, "The Arab states adopted a strategy of comprehensive struggle against Israel using every possible means." (31). Rolef's methodology is in basic narrative form following the styles of Ziring and Shimoni. Several maps highlight the definitions in this work.

Each dictionary supplements and complements the other by offering a significant amount of useful information that can be acquired by library users. These patrons can gain a better understanding of the conflict as well as the reasons for its commencement. The foregoing definitive and factual dictionaries on this explosive and controversial topic should be acquired by every

library for its reference department in order to benefit its patrons who then can have access to valuable and pertinent historical and political substantive material.

General works

This constellation of five historical narratives communicates the entire history of the conflict. The works were specifically chosen because these historians present their findings in a purely factual, non-partisan, non-positional disambiguous manner. The library patrons referred to these monographs will discover a considerable amount of history rather than biased pronouncements that pass as history. This type of solely historical treatment can and should be used by librarians, teachers and parents to judge the reliability and credibility of the authors' works included in the juvenile bibliography in Chapter IV. Are the juvenile authors' writings biased against or do they portray the Palestinian Arabs in a stereotypical manner? Do they fictionalize their works? The five historical texts now under investigation were used as a backdrop and solid foundation to provide answers to these research questions.

The general works that are discussed include Four Arab-Israeli Wars and the Peace Process, Bailey 1990; The Arab-Israeli Conflict, Fraser 1995; The Arab-Israeli Wars: War and Peace in the Middle East, Herzog 1982; Palestine and the Arab Israeli Conflict, Smith 1988; and A History of the Israeli-Palestinian Conflict, Tessler 1994. Each author reflects upon the whole of the conflict

while employing variant types of presentations and styles.

Herzog chronicles his personal involvement from boyhood to becoming an Israeli political leader and ambassador from Israel to the United Nations. He provides the library researcher with accounts of his experiences and includes his interviews with many of the principal military and political figures involved in the conflict. His distinctive narrative style explains the important wars that have been fought and thus enables the library patron to understand more clearly and gain insight into the struggle in the Middle East. Herzog includes many elucidating and detailed maps and illustrations that move his acclaimed book along. A thorough bibliography assists the user to gain even further understanding of the complications involved in the conflict.

The literary compositions by Bailey, Fraser, Smith and Tessler contrast in style and focus with Herzog's. They are written in a scholarly and professorial tenor rather than from a first-hand perspective.

Bailey's tome has been included for its detailed historical rendering of four major wars. He covers in-depth the War of Independence, The Sinai Campaign, The Six-Day War and the Yom Kippur War by recording activities and events day by day and hour by hour. As he discusses each war he includes the prelude to the fighting, a description of the principal participants, strategies of the war and its aftermath.

Smith, as Bailey, objectively chronicles the conflict from the

rise of Zionism and Arab Nationalism in the 19th century to the present. He states his reason for writing this book, "Because I could not find a satisfactory text to introduce the subject to the college student or general reader." (iii). This work particularly examines the historical period before 1948 since at that time Zionism claimed Palestine and the Palestinian Arab resistance forcefully began. Smith pays attention to each fact from the beginning of Zionism in the 1800s, the creation of the State of Israel, the Arab states involved, Israeli-Palestinian Arabs, the famous Six-Day War, and the ongoing search for a durable harmony in the war-torn Middle East. Smith relates the aspirations of the Palestinian Arabs as well as the Israelis as he dissects and discusses historians' contradictory hypotheses of events in the Middle East. This book can be considered a mini-course in foreign and world affairs.

Tessler's historiography attempts to portray the conflict as impartially as possible which is in the vein of the foregoing books. He sympathizes with the plight of the Jews and the Arabs, "The Jews and the Palestinian Arabs have legitimate and inalienable rights...the validity of each peoples claim and aspirations transcends the actions of its leaders, who at times may have acted unwisely, or perhaps even unethically." (xi). Tessler believes that the confrontation is not between good and evil but rather between two peoples who deserve recognition and respect. His chapter headings and premises very much mirror Smith's discussions of the same aspects of the conflict.

Fraser adds further dimension to this cluster of general works by also considering and describing the conflict from its roots until the peace accord signed by PLO leader Yassar Arafat and Israeli Prime Minister Yitzhak Rabin in Washington, D.C. on September 13, 1993. He states, "Goodwill was certainly present, but the accumulated legacy of almost half a century of conflict was there for all to see." (155). Although Fraser tries to view the conflict without taking sides, as the four previous authors, it is obvious that he seems to feel the PLO and Yassar Arafat were the instigators and driving force toward aggressions. His readers are lead from war to war starting with the war in 1948, the June 1967 war, the Intifada and beyond. He takes into account, as the other historians, the actions and interventions of the United States in the conflict.

Each work of historical relevance contains voluminous bibliographical references, maps and illustrations that should be consulted by information seekers for knowledgeable and concise details which are easily accessed in a simplified configuration.

Israel-Arab War, 1967

Essays

The war of 1967 (the Six-Day War) has been exhaustively dissected and its particulars related by a multitude of scholars. The volumes discussing and analyzing this war can fill many library shelves. The two texts included in this section have been selectively chosen as prime examples of the diverse materials

written. They add dimension and a further understanding to this epic war that brought changes on three levels: domestic, regional and international. The 1967 war altered the domestic and regional balance of power and led to an increased international involvement in the Middle East.

The Israeli's stance in relation to the Six-Day War is evident in The Arab-Israeli Conflict: Two Decades of Change, Lukacs and Battah, eds., 1988, which contains a compilation of papers and articles written by twenty-four authors, historians, and scholars who in the main agree with the Israeli attitude regarding this significant event in world history. Although the editors have structured their work as unbiased and have included several articles that consider the Arab's position, it is clear that this collection tends to side with the Israelis. The individual contributors will add much understanding as to the reasons for and results of the Six-Day War. The work does not provide a bibliography but the editors' notes and references are extensive.

The opposing stand is elucidated in The Arab-Israeli Confrontation of June 1967: An Arab Perspective, Abu-Lughod, ed., 1970, wherein the 1967 war is diagnosed and discussed in nine essays and articles. The authors agree that the Arabs have been misrepresented by the American mass media. Abu-Lughod states, "With some minor exceptions, most published material has verged on the 'potboiler' variety." (xi). He, as well as the nine authors, feels that the American press and the United States government have empathized and sympathized with the Israelis and have intentionally

stereotyped and misrepresented the Arabs to the American public. The contributors believe the United States government's portrayal of the Arab as the protagonist is unfair. An extensive bibliography offers the reader many works outlining the conflict from the 1900s to the Six-Day War.

The foregoing two volumes will advance the user's understanding of the importance of the 1967 war as a watershed in the history of the conflict.

General works

This book also focuses on the third Arab-Israeli War as the preceding two compilations but offers and illustrates a neutral position. Peace is in the Eye of the Beholder, Israeli 1985, attempts to unravel the intricacies of the war without expressing favoritism as witnessed in the works of Lukacs and Battah and Abu-Lughod. Israeli's book is detail oriented within two distinct divisions, one dealing with the Arab's attitudes toward the Jews, Zionism and Israel. The other takes into consideration the Israeli's defensive position and domestic affairs. The author's narration is accompanied by incisive political cartoons.

These three discourses devoted to the war of 1967 would be assets to any school and public library collection as their contrasting and critical writings add a broad scope and conceptual framework to the comprehension of the crisis.

Children and war

This general heading covers seven resources which concentrate

on the children who are embroiled in the menacing atmosphere of the conflict. They relate in principal to one another by presenting the plight, fears, stresses, and mixed emotions of children in the Middle East. Each author takes under consideration the feelings, thoughts and psychological effects of warfare on the Israeli and Arab child and on youth in other war ravaged areas of the world.

Case studies

The following four case studies describe the awareness, disheartening emotions and apprehensions of youngsters living within the terrible conditions of the conflict as investigated first-hand and analyzed by historians, psychologists, psychiatrists and journalists. Each visited locations in the Middle East to gather impressions of Arab and Israeli children and young adults living within Israel, in refugee camps on the West Bank and Gaza Strip and others who spend their youth in orphanages.

If Peace Comes: The Future Expectations of Jewish and Arab Israeli Children and Youth, Spielmann 1984, is a study of the psychologist's research of Jewish and Palestinian Arab children as they grow and mature in Israel. Spielmann visited Israel during the 1970s and early 1980s to gather statistical data. She surveyed and chronicled the development of the attitudes and expectations of schoolchildren ranging in age from 9 to 18 years through their writings. The voicing of their inner feelings of despair and helplessness because their dreams of peace will not come true is

depicted in compositions and drawings. The youngsters' belief that they cannot influence events, historical developments or the society in which they live is a recurring and frustrating theme echoed throughout the study and in other works discussed in this section of the review. A 13-year old Jewish boy writes:

> In my opinion something is going on here. They don't want to make a real peace with us, but only peace for a month or two. After that they will try to bring a great misfortune upon us. (168).

Another composition was written by a Palestinian Arab girl, age 9, in which she says, "I cannot describe peace because it is something that does not yet exist, and I don't know if it ever will." (207). This impressive finding is a well-balanced showcasing of the problems both groups of children have in comprehending the elusive peace that each desires. Spielmann's notes and bibliography add dimension to her investigative inquiry.

Children of War, Rosenblatt 1983, is a second study that was researched when the author visited Israel in September 1981. Rosenblatt in direct contrast to the somewhat clinical and quantitative analysis accomplished by Spielmann, grounded his examination on personal visits to displaced Palestinian Arab children existing in orphanages. He quotes one orphaned teenage girl who said, "I would not bring children into this world." (93).

Information seekers after browsing these two works alone can get a chilling picture of children's feelings about this seemingly never ending blight upon their young lives and spirits.

An effort that explores the emotional aspect of the children entangled in the bitter crisis in the Middle East can be added

to Spielmann's statistical construction and Rosenblatt's personalized experience. Childhood Under Conflict: The Attitudes and Emotional Life of Israeli and Palestinian Children, Punamaki 1981, is a psychological investigation also conducted in Jerusalem in 1981, the same year that Rosenblatt conducted his research. Punamaki's seminal analysis was among the first to examine the psychological reactions of children in a long-lasting conflict situation. The study included mainly 11-year old Israeli, Arab and Palestinian Arab boys and girls. The purpose was to learn how the children's own traumatic experiences of war and violence affected their psyche and behavior. Punamaki found that some children tend to deny their feelings because they are too painful while others cope by sharing their feelings. One of her major reasons for conducting research was to learn, "What kind of children's environment is it which leads them to participate in serious political activity and fight against heavily armed soldiers?" (Introduction). When she questioned the children they all tended to agree that eventually wars have good consequences and good effects for their own people even though they personally are experiencing a great deal of strain and duress. Punamaki discovered that children living from birth in the midst of arms and armies every day seem to feel that this is a normal and natural circumstance. The psychologist includes many statistical scales, graphs and charts to illustrate the results of each particular group examined.

Another child and youth psychological treatise reviewed is The

Effects of War and Violence on Children, Leavitt and Fox, eds., 1993, which rounds out and complements the work initiated by Punamaki. The editors present twenty-eight papers written by psychologists and psychiatrists that deal with their professional perspectives on the effects of war and violence on children in general, children directly involved in the Middle East conflict, and the problems children must endure when separated from their families and peers. Contributors Avigdor Klingman, Abrah Sagi, and Amiram Raviv state in their paper "The Effect of War on Israeli Children" that it is not surprising that many children express anxiety and fears when confronted by the stresses of war." (76). The results of their investigation were gathered from testing groups of 7th, 10th, and 12th graders. Their report relied upon the personal attitudes and narratives of the children during wartime.

The four preceding exemplary case studies should be suggested by the librarian when a patron is interested in investigating the personal, sociological and psychological aspects of the children who are innocently involved in an atmosphere of hostility and repression not of their own making.

Interviews

Interviews are crucial for achieving and realizing personal aspects and opinions of the Arab-Israeli conflict from the children and young adults who are physically and spiritually involved. An article in Time, June 10, 1995, reports that Elie Wiesel, a lecturer, storyteller and survivor of the Holocaust met with a

number of youths who live in war zones around the world. As an adolescent Wiesel was interned at Auschwitz concentration camp and understands the suffering of children.

Wiesel chose Venice as the locale to bring together thirty adolescents from Bosnia, several African countries, Northern Ireland, the Middle East and from the violent neighborhoods in American cities. He wanted to interview them about their methods of survival and show these youngsters that enemies can become friends. He told them that youth will only succeed through an education that will bring them into a brighter orbit. Wiesel directs comments to adults as well and advises them that they must work to see that the children receive guidance and education even in the midst of terrible circumstances.

He feels that interviews such as this and many more in the future will impress the attendees who will return home to bring peaceful ideas to the children in their various homelands. His emphasis on the importance of education echoes the tenets expressed in the United Nation's Declaration of the Rights of the Child.

Pictorial works

This pictorial work is a graphic representation of the meaning of war as depicted by children and young adults who have also penned the insightful captions. Kids Coping with War: How Young People React to Military Conflict, Prokop 1991, has been written for the benefit of adults who want to dispel feelings of anxiety, guilt and depression in children and early adolescents during

wartime. Prokop emphasizes, "As caring adults, we can help young people to cope by acknowledging their feelings and providing support." (4). This type of book must be included in this project so that teachers, librarians, parents and professionals can understand the pressures children are experiencing during wartime and with understanding provide a sense of confidence and hope.

Included are many expressive drawings and cartoons designed by children accompanied by succinct captions stating, "War hurts many people...war happens to millions of nice kids...war means praying for peace...teachers help kids cope with war." (6-11). Prokop's work is an important educational tool for those who want to learn about and feel the emotions and angst of children as expressed through creative activities.

Study and teaching

While researching the library shelves the compiler discovered a juvenile book very much in the vein of Prokop's. This resource is meant for the instruction of children and tries to answer the problems created by war in an intelligent and interesting manner. What is War? What is Peace?: 50 Questions and Answers for Kids, Rabinowitz 1991, allows youngsters to ask questions that will help rid them of their fears and anxieties. Rabinowitz expertly and in simple and understandable language answers fifty pertinent questions posed by children. He tries to explain that war just doesn't happen to people, people make war happen.

This is a serviceable study aid when used in conjunction

with Prokop's. The library user in his search for relevant introspective materials regarding insights into the feelings of children trapped within the confines of the Arab-Israeli conflict will want to search out these two closely conceptually related books.

Diplomatic negotiations in international disputes

General works

This main heading is comprised of five inspirational and hopeful documents that study the efforts being made to forge a peaceful solution to the Arab-Israeli crisis.

A Framework for Arab-Israeli Peace, Ben-Meir 1993, was written as a psychological analysis on the dilemmas of the conflict. Ben-Meir offers a unique and idealistic set of formulas within a program of mutual accommodations leading to the possibility of an Arab-Israeli peace based on respect, cooperation, and reciprocal benefit. He theorizes that peace is based on the removal of all psychological barriers of fear, hatred and distrust and the restoration of Arab national pride. The researcher interested in studying the Arab-Israeli conflict as an entire entity from its outset as well as the ongoing search for peace will appreciate Ben-Meir's novel individualistic and scientific ideas and methods to settle this seemingly non-resolvable problem.

Interviews

A primary source and unique volume of interviews was found in

the stacks of Columbia University. Voices from a Promised Land: Palestinian and Israeli Peace Activists Speak their Hearts, Rosenwasser 1992, includes conversations with Arab and Israeli women who are striving toward achieving a mutual peace that would be beneficial to both cultures.

Rosenwasser conducted her interviews by visiting and conversing with Israeli and Arab women in Israel and the occupied West Bank and Gaza Strip. The women feel they must endeavor to bring peace to a "Homeland of promise for two peoples, two tribes, all human beings yearning for a future as well as a present -- a present of security, of freedom, of justice and peace." (13). This work brimming with expectations and hopefulness starkly contrasts with Ben-Meir's rather sterile and intensely analytical approach. Rosenwasser incorporates into her work a significant appendix of groups working for peace in Israel with a special focus on women's organizations.

This rare text was reviewed especially because it deals with Middle Eastern women's outlooks and pronouncements on events while the majority of authors and historians do not take this group into consideration. Just as the Arab-Israeli conflict has a lack of sufficient non-fiction juvenile material there also exists a shortage of works promoting the images of wives, mothers and young girls who are also actively involved in and affected by the conflict.

Technical reports

Another type of effort toward achieving lasting peace was first attempted in 1975 when the Brookings Institute, an independent organization devoted to nonpartisan research, education, and publication in economics, government, foreign policy and the social sciences, organized a study group of foreign policy specialists with an interest in the Middle East. A new study group was formed in 1987 and the result was Toward Arab-Israeli Peace: Report of a Study Group, 1988, a report that notes the efforts and results of the group to suggest an international framework for negotiations and the United States' role in its promotion. The group felt, "American leadership is essential as a guide for the peace process to be activated and sustained." (41). They also believed that the peace settlement should be instituted by the parties that will have to live with the results of the negotiations. The original 1975 report had a considerable influence on the Carter administration's policy toward the Arab-Israeli conflict.

The 1988 politically oriented report contains vital recommendations that would influence the library user to consider it a factor worth noting in a research project or report. This technical study can be used in conjunction with Ben-Meir's psychological analysis and Rossenwasser's humane approach to the peace process in order to achieve a balanced treatment of expert views.

Periodicals

Periodicals are essential resource materials which provide the most contemporary reports and analyses of the conflict by

journalists and experts in the field. Two periodicals U.S. News and World Report and Newsweek both dated October 9, 1995 report that a limited peace accord was signed by Prime Minister Yitzhak Rabin and Palestine Liberation Organization leader Yassar Arafat. U.S. News and World Report's article "Beyond their Smiles" believes that "The agreement effectively ends Israel's 28-year occupation of West Bank cities...making a territorial compromise between Israelis and West Bank Arabs inevitable." (56). The magazine reports that the Israelis and the Palestinian Arabs reacted with both joy and trepidation to this latest in a long line of attempts to end hostilities.

Newsweek's article "The Peacemakers" observes that the peace accord was "too far reaching for some and far too little for others." (45). It notes that there will be another meeting scheduled for May 1996 to focus on a permanent peace accord.

Both articles take the position that the new Mideast accord is the biggest step yet toward peace. The May 1996 meeting will hopefully end the conflict and add yet more literature to the library shelves concerning the new era of harmony and cooperative co-existence in this region of the world.

Summary

The majority of the review literature acts as an objective foundation and framework for judging the validity, soundness, legitimacy, and historical accuracy of the bibliographic juvenile literature in terms of the research questions posed in Chapter I.

The rest of the review sources represent varying outlooks and concepts of topics relating to the conflict that are fiercely debated by professionals and historians. These particular review materials may serve the added purpose of acting as sounding boards in order to judge whether the authors of the juvenile materials display a prejudiced or stereotypical version of events and peoples.

The research methodologies presented in the review literature are diversified. Only several bibliographies published in the 1970s are represented and these few constitute the extent of what could currently be uncovered. It is apparent that this methodology has not been preferred by many authors, editors or compilers to showcase the conflict. Many historical narratives, case studies, biographies and technical reports have been published but there is a void concerning non-fiction annotated bibliographies. The insufficient amount of such listings for adults and especially juveniles opens avenues for the selected annotated bibliography contained in Chapter IV.

CHAPTER III

METHODOLOGY

Overview

Value of the Bibliography

This bibliography containing non-fiction works on the Arab-Israeli conflict includes author's ideologies, depictions, explanations and theories directed mainly toward the enlightenment of children and young adults. The purpose of the annotated compilation is to act as an access tool and as a resource guide that introduces young readers to the historical background and national identities of the Israelis and Palestinian Arabs. It was devised to familiarize schoolchildren with the conflict's wide scope including the events that led to the conflict, the wars that comprise this major conflict, its effect on the peoples of the Middle East as well as the world in general, the military and political leaders who played important roles and the continuing quest for a peaceful settlement to the problem.

Some of the authors focus on the innocents, the Israeli and Palestinian Arab youngsters who are forced to exist in a region of impending crisis. The direction of the compilation is not only toward the enrichment of young students but also the discernment of those involved and who interrelate with these students such as

teachers, librarians, educators, scholars, and parents. This resource has been intensively and diligently researched, compiled and annotated with these end-users in mind. These patrons have only to choose their particular topic and sub-topic for effortless access to any relevant information they are seeking.

Librarians, teachers, parents and others interested in the Arab-Israeli conflict will find, after easily obtaining their required material, that they have become well-informed and able to intelligently dialogue with the young people. After they have selected and read through the related materials contained in Chapter II of this study and combined them with the juvenile works in Chapter IV, these interested parties will benefit and acquire an increased comprehension about the subject from the explications incorporated in these authors' relatings.

The compiler decided to attune this bibliography to act as an effective contribution within the field of historical juvenile literature. It was designed to emphasize the importance of literrary works pertaining to one specific topic, the Arab-Israeli conflict in the Middle East. The included works met the criteria of being non-fiction, the majority being entirely devoted to the subject of the conflict, while others elected for inclusion had to possess substantial chapters centering on the conflict.

Necessity for this Essential Bibliography

"Arising out of a basic need to bring order to and provide access to the mass of written and printed documents produced by

human beings since the beginning of recorded time, bibliography has emerged as a primary element in this ordering and access process." Harmon, 1989 (13).

Krummel further defines Harmon's explanation by stating:

> The compiler of bibliographies can often rely on the titles cited to convey part of the sense of the text to the reader, but rarely all of it...Annotations should be seen as having two broad functions by providing information that is not part of the citation, they describe and they evaluate. Krummel, 1984 (75-77).

A Seminal Work

The type of annotated bibliography contained in this study, focusing on only the Arab-Israeli conflict as depicted in children's and young adult non-fiction literature, has not previously been accomplished. As a seminal work it should be employed as a primary resource guide for use in schools, libraries and various other informational facilities directed to young users.

An Easily Accessible Resource Guide

Each indicative annotated entry in this bibliography begins with informative bibliographic details as suggested by Kate L. Turabian in A Manual for Writers of Term Papers, Theses, and Dissertations, 5th ed., 1987. The format of the citation originates with the main entry, the title, the edition and series statements, the place of publication, the publisher, the date of publication and the pagination of the work. After so doing, the fully annotated bibliographic record is presented including answers to the research questions posed in Chapter I.

The user will find at the end of the combined descriptive/evaluative annotation any included lists of illustrations, glossaries, bibliographies, and indexes. A notation was supplied as to any special features e.g. an appendix containing documents or a chronology of events. When available, a reviewer's recommendation of the work was cited.

Purpose and Value of this Juvenile Bibliography

A significant and prime reason and justification of this listing was to select a body of literature and other informative materials and design them into a bibliographic educational tool for children and young adult students.

The research design and organization of the bibliography will allow simple, quick, efficient and uncomplicated entry to its sources. One of the values of the bibliography lies in its ability to serve as a book selection instrument for beginning and expanding library juvenile collections on this most important and newsworthy topic.

It may also be applied as an access tool to be used for research and education, and as an aid to offer reading guidance to children and young adults. It may also serve as a readily available bibliographic control device for this particular topic. It will be effective for teachers and librarians to use as a basis for the preparation of even more bibliographies, reading lists, and handouts to assist in the distribution of this type of information

in the schoolroom as well as the library. It is geared to bring the most important non-fiction literature compiled on one subject in one place for a specific audience.

Librarians' Need for this Compilation

Children and young adult librarians are asked for information to help with homework assignments and research for term papers and book reports. This bibliography will be utilized by many students not only for its pertinence to the conflict but for stimulating further thought and applying the information found in the literature toward other subjects such as the region and peoples of the Middle East, war, peace, and children's lives in other countries during wartime.

This researcher, through intensive investigation, decided to organize the annotated listing by subject matter so that it will become an integral easily available, easily used and time-saving implement for librarians, teachers, and educators.

The annotations allow the users to achieve an idea of the content without having to read the work in its entirety. This will help in their selection process.

> The advantages of annotated bibliographies are obvious. The most prominent advantage is that annotations give the user an idea of content and also often provide some evaluation of its value with regard to the project at hand. Harmon, 1989 (107).

Juvenile Libraries and Bibliographies

> One service which many libraries provide for young adults is the preparation of bibliographies of materials focusing

> on some areas of interest to the young person. Kent and Daily, 1982 (381).

The researcher found this to be a fact when visiting the juvenile section of the White Plains Public Library (WPPL) where the librarian offered a bibliography of children's literature. The juvenile librarian felt this bibliography would assist in the researcher's progress toward finding books and other materials for incorporation in this study.

> Traditional library services to children have included providing circulating materials, reference services, and readers' advisory services, helping children and young adults in the library, and promoting the enjoyment of reading. Children's librarians have always carried the extra responsibility in such areas as access to information, intellectual freedom, and networking with other youth agencies. Wedgeworth, 1993 (191).

Various Methods of Researching

This chapter elucidates the methods employed to retrieve, research and analyze the works included in Chapter IV. Only those books and materials that met the bibliographer's standards of relevant and applicable representations were utilized.

The initial step taken to collect literature was to investigate all types of non-fiction materials, both foundation and juvenile resources, that were relative to the Arab-Israeli conflict. The compiler visited various libraries in schools, colleges, universities and seminaries. These libraries as well as private theological institutions permitted access to their collections after realizing the importance of this study for school children and young adults.

A Signpost for Research

The bibliographies consulted in these institutions and the public libraries visited contained mainly adult non-fiction works. The juvenile bibliographies researched had mainly fiction interspersed with some non-fiction. No comprehensive, specific or entire non-fiction collection was found for young students. This fact reinforced the compiler's determination to present a thorough compilation of non-fiction literature exploring the Arab-Israeli conflict.

Always keeping in mind "The Declaration of the Rights of the Child" this investigator used it as a significant signpost for research toward the selection of works comprised in the design of this educational annotated bibliography.

Numerous sources were consulted so that the researcher would become entirely familiar with the topic under scrutiny. This was very helpful to make intelligent choices of appropriate books and other materials. Many and varied collection methods were necessary to obtain the numerous books analyzed in Chapter II - Review of Related Literature. In addition, more than one hundred juvenile books, newspaper and periodical articles were necessary for Chapter IV - A Selected Annotated Bibliography.

The task of critical and exhaustive researching was assisted by the libraries of Columbia University, New York University, most of the City University of New York (CUNY) libraries, Yeshiva University, The Jewish Theological Seminary, YIVO (Jewish Scientific Institute also known as Yiddish Institute for Jewish

Research), the Jewish Museum, and UNICEF. A great amount of assistance was obtained from the librarians of the Westchester Library System (WLS), The Bronx and Brooklyn Public Libraries, and the New York Public Library. Donnell Library's juvenile section was a goldmine of both circulating and reference materials.

Techniques of Researching: Various Tools

Using Electronic Sources to Access Resources

A large amount of generated information was obtained via the Internet through Gopher and then telnetting to the online catalogs of the New York Public Library, New York University, Columbia University and the Library of Congress. A keyword search was conducted upon entering these catalogs as well as DPAC and DPER in CUNYPLUS. Some subject headings used were Children and war, Israel-Arab War, Israel-Arab conflicts and Jewish-Arab relations then qualifying them with Israel, Middle East, and Juvenile literature. In addition, a subject search was conducted on OCLC (Online Computer Library Center).

> While scholars may express their purposes as "finding the comprehensive background knowledge on a topic" or "browsing to keep up to date" or "finding articles in my research areas," actual purposes in interacting with the literature are learning creative thinking, and analytical thinking. This is a critical distinction because functions such as selecting articles or browsing the latest literature appear to be tasks which a computer can be programmed to perform well. Olsen, 1993 (71).

This bibliography will be useful to assist children from kindergarten through twelfth grade if offered on the Internet. The students as well as teachers, school library media specialists

and others will find the bibliography a more than useful learning and teaching instrument.

With today's modern computerization even the youngest student can become computer literate. At one time knowing how to read and write was defined as being literate but in this highly technical modern era knowing how to use a computer has become the definition. "Any K-12 student who does not learn how to access useful information via the Internet will be at a grave disadvantage for successful lifelong learning." Miller, 1995 (9).

Miller also instructs the young students on accessing "Israel and Arab-Israeli Relations" via Gopher (israel-info.gov.il). She states, "This Gopher server is an invaluable source for students researching Arab-Israeli relations. Copies of original documents are posted such as the Balfour Declaration of 1917...the graphics on this Gopher include many color maps and pictures of Israel and the Middle East, from antiquity to the present...The Arab-Israel conflict and peace process is updated each day for the users' benefit." (25).

> As the transition to a knowledge-based economy accelerates, America's children must have access to communications and information in the classroom and library. Without these tools, American children will lack the necessary computer skills to compete in the 21st century...Public libraries have traditionally served as a repository of information for children. In the Information Age, libraries will play an increasingly important role. Miller, 1995 (130-131).

Using Print Sources to Access Resources

Standard print bibliographic tools used encompassed

dictionaries, guides, directories, indexes, encyclopedias and bibliographies. The researcher relied on the following sources for help in choosing titles for inclusion in Chapters II and IV and for other significant knowledge:

R.R. Bowker supplied many informative titles such as: The Young Adult Reader's Advisor, Best Books for Children: Preschool through Grade 6, Best Books for Junior High Readers, Best Books for Senior High Readers, El-Hi Textbooks and Serials in Print, The Young Reader's Companion, Children's Magazine Guide: Subject Index to Children's Magazines, Children's Books in Print, Magazines for Young People, Books In Print, Forthcoming Books and Ulrich's International Periodical Directory.

In addition, H.W. Wilson's Standard Catalog Series was most helpful for examining the place of libraries in schoolchildren's educational process. Some of the books consulted were: Children's Catalog, Junior High School Library Catalog, Senior High School Library Catalog, and Public Library Catalog.

Various other books that were researched were so numerous that a generated list consisted of four pages. A selected few included: The World Book Encyclopedia, World Encyclopedia of Library and Information Services, and Encyclopedia of Library and Information Science.

Books focusing on a Jewish theme were: The Junior Jewish Encyclopedia, Index to Jewish Periodicals: An Author and Subject Index to 102 English Language Journals of General and Scholarly Interest, Comprehensive Guide to Children's Literature with a

Jewish Theme, Selected Jewish Children's Books, Jewish Children's Books: How to Choose Them, How to Use Them and Jewish Literature for Children: A Teaching Guide.

Atlases were very serviceable to find various locations in the Middle East and within Israel and surrounding territories. They also provided an insight into the history of the Jewish people. Several consulted were: Atlas of the Jewish World, Atlas of Jewish History and Atlas of Modern Jewish History.

Works focusing on the Middle East were essential instruments for understanding the history of the area, its geography, and the politics of the people who occupy this territory. Insight was gained by reading and studying: The Middle East: A Political Dictionary, Historical Dictionary of Israel, Political Dictionary of the State of Israel, Political Dictionary of the Arab World, and Studying the Middle East in Elementary and Secondary Schools.

Other publishers' book catalogs were employed to direct this researcher toward determining meaningful books. A large percentage of the juvenile books that are included in the bibliography comprise Franklin Watts and Chelsea House publications. Chelsea House is well-known for its biographical series World Leaders Past & Present. Franklin Watts is very informative for its scope of the Middle East in general and the Arab-Israeli conflict in particular.

The following eight indexing and abstracting sources were important and helpful reference aids for locating the necessary book reviews. Some were used as reviewing sources themselves:

Book Review Digest, Book Review Index, Alternative Press Index, Middle East Abstracts Index, Children's Literature Review, New York Times Index for the Published News, Children's Book Review Index and Jewish Book Annual.

Problems Encountered While Researching

While combing the stacks in several school libraries the compiler found monographs known to be classified as young adult works intermingled with the collections of adult Arab-Israeli literature. These books were not identified in any way as young adult. Possibly, this may have occurred due to misshelving or lack of knowledge of the types of books written concerning the topic. Whatever the cause, young adults will most likely not search the adult shelves for their required resources.

The libraries of several Jewish institutions visited included seminaries, synagogues, and teaching institutions devoted to Judaism. It was somewhat difficult to locate juvenile non-fiction books describing the Arab-Israeli conflict in these libraries. The Jewish Theological Seminary and YIVO libraries provided limited information on the conflict. Both institutions did not enter their holdings on the conflict in computers making it necessary to physically search drawers and shelves to find materials. Newspapers and periodicals were crammed into numerous steel cabinet drawers while the books in the stacks contained yellowed and withered pages that fell to the floor. Bookstores devoted to Jewish literature did not have much material on this topic.

Definitions of Terms

The bibliographer believed that in order for readers to comprehend and grasp some of the terminology used within the specific subject resource materials that are compiled in the bibliography, it would be beneficial for them to become familarized with their meanings. Several of the terms most frequently used are defined as follows:

1. Arab-Israeli Conflict -- the Zionist settlement venture into Palestine awakened the opposition of the Arab inhabitants of the country. Palestinian Arab opposition to Aliyah (Jewish immigration), purchase of land, and settlement on the land by Jews manifested itself into political and religious opposition and later grew into military actions by the Palestinian Arabs who objected to this enterprise. This anti-Jewish sentiment was echoed in neighboring Arab and Moslem countries. The struggle against Zionism entwined with religious obligation and became a central value in the Arab national identity. The conflict assumed a Pan-Moslem and a Pan-Arab character.

2. Arabs -- a term used to describe all Arabic speaking persons living in a broad area from the border of Iran and the eastern tip of Arabia to Morocco and the Atlantic Ocean. They are from diverse racial origins.

3. Children -- can be categorized as to their range of interest: Kindergarten (5 years old); first graders (6 years old); second graders (7 years old); third graders (8 years old); fourth

graders (9 years old); fifth graders (10 years old); sixth graders (11 years old). Advanced readers who are not necessarily restricted to the 6th graders.

4. Intifada -- an Arab uprising in the West Bank and Gaza Strip which began December 1987 in strong and violent opposition to continued Israeli occupation of these territories. Much of the uprising was instigated and carried out by children.

5. Israeli -- a citizen of Israel no matter where he was born or what his religion.

6. Middle East -- a term that is difficult to define. It generally refers to the region that includes Libya, Egypt and the Sudan on the African continent, small nations in the Arabian peninsula, Israel, Syria, Lebanon, Jordan, Turkey, Iran, Iraq, Afghanistan and Pakistan.

7. Palestine -- a region located at the southeastern end of the Mediterranean Sea. It comprises modern Israel, Gaza Strip and part of Jordan.

8. Palestinian Arabs -- are scattered all over the Middle East. As a people, they have no state of their own as yet and no place to live as they choose but this situation is currently and rapidly changing during the creation of this study. Hundreds of thousands remained in Israel after the War of Independence in 1948, while hundreds of thousands left their homes and became refugees flooding into neighboring Arab states. Many more Palestinian Arabs ended up in the area now known as the West Bank and Gaza Strip.

9. West Bank/Gaza Strip -- two small densely populated

territories located on the border of Israel. Israel governs these territories although they are not part of Israel. Palestinian Arabs live there, the majority in refugee camps. The Arabs disagree with the Israelis as to the ownership of these two strategically located areas. Therefore, they have been the source of much conflict between the Israelis, the Palestinians and other Arab nations.

10. Peace - meaningful relationships between peoples and not just the absence of war.

11. Young adults (YA) -- this group includes those young people in grades 7 through 12, grade 7 through the first two years of college, ages 12 or 13 through 18 or 20, and more recently, ages 10 through 20. The lowering of the age level points to the recognition by librarians working with youth that preadolescent children are interested in titles published for young adults and can benefit from library services provided for adolescents. The terms "adolescents" "kids," "teenagers" and "youth" are used interchangeably with "young adults."

The Bibliography:

Organization

Harmon offers the suggestion that a most common arrangement used by subject bibliographers is one that is classified by broad or narrow topics or a combination of both. He believes that an excellent example of this methodology is illustrated in Graham C. Kinloch's compilation Race and Ethnic Relations: An Annotated

Bibliography, 1984. The compiler of the Arab-Israeli Conflict obtained a copy of Kinloch's work and found it very useful for guiding the style and construction of this bibliography.

Research Design

Chapter IV, A Selected Annotated Bibliography, comprises a combination of primary sources consisting of annotated works and secondary source material in the form of book reviews. The compiler separated the bibliography into twelve major headings by subject content with modifying subheadings following each heading in dictionary format and further subdivided by main entry. The subject categories follow the history, narrative and events of the conflict.

Due to the fact that this juvenile bibliography constitutes a seminal work, the compiler had no previous example of subject headings upon which to rely. Therefore, it was necessary to formulate suitable headings for the specific contents of the annotated works. In order to compose headings, the compiler consulted the four volume Library of Congress Subject Headings, 18th ed., 1995. To avoid very long complicated and confusing subject headings, some of the main headings used by the bibliographer are actually form subdivisions.

The bibliography was divided into a format consisting of headings and subheadings as follows:

Outline of Chapter IV:

A Selected Annotated Bibliography

I. Middle East - Social life and customs (here are entered works discussing the lands and peoples of the region).

- A. General works
- B. Israel
- C. Palestine

II. Israel-Arab conflicts - Origin (here are entered works that delve into the background of events which culminated in the major wars of the conflict).

- A. General works
- B. Israel
- C. Palestine
- D. Zionism

III. Israel-Arab conflicts (here are entered works about the wars that took place between the Arab states and Israel).

- A. General works
- B. Israel-Arab War, 1948-1949
- C. Israel-Arab War, 1967
- D. Intifada, 1987-

IV. Jewish-Arab relations (here are entered works that collectively discuss the issues between the Arabs and Jews including religious, ethnic and ideological relations).

V. Children and war (here are entered works written by and about Arab and Israeli children consisting of poetry, letters, stories, drawings, paintings that depict their impressions of war).

- A. General works
- B. Israelis
- C. Palestinian Arabs

VI. Israel-Arab conflicts - Personal narratives (here are entered reminiscences and memoirs related to the conflict).

- A. General works
- B. Israelis

C. Journalists
D. Palestinian Arabs

VII. Interviews (here are entered narratives in compilation form).

A. General works
B. Israelis
C. Palestinian Arabs

VIII. Biography (here are entered works that contain accounts of the lives and activities of the major actors, both Israeli and Arab, who played influential roles in the Middle East crisis).

A. Military leadership
1. Israelis

B. Statesmen
1. Egyptians
2. Israelis
3. Palestinian Arabs

IX. Diplomatic negotiations in international disputes (here are entered biographical works concerning those in power, the Camp David meetings, and the search for peace).

A. Biography
1. Statesmen
B. Foreign relations
C. General works

X. Newspapers

XI. Periodicals

XII. Miscellanea (here are entered works on the conflict that did not fit in any specific category).

A. Critical thinking
B. Land settlement
C. Terrorism

The Checklist

The data collection instrument in the form of a checklist was used by the researcher while collecting relevant and suitable

materials to meet the requirements and broad scope of the bibliography. The monographs, newspaper and periodical articles deemed appropriate had to meet the criteria outlined.

A checklist was formulated for each annotated entry in Chapter IV. The data recorded was incorporated as part of the annotation. Each annotated entry conforms to the specifics listed. The basic checklist is contained within the Appendix.

The data collection tool is divided into three parts:

Part I-- Bibliographic Data and Physical Description.

Part II-- Content Analysis.

Part III-- Evaluation and Recommendations.

Part I - Bibliographic Data and Physical Description - encompasses type of media; physical arrangement; entry number; main entry: author(s), editor(s), or title; title; edition; place of publication, publisher, date of publication; pagination; special features: appendix(ces), glossary(ies), illustration(s), map(s); bibliography(ies); index(es); series statement.

Part II - Content Analysis - contains three separate elements. The first element in this section is the subject classifications chosen which adhere to the four volume Library of Congress Subject Headings, 18th ed., 1995. The major headings follow the historical timeline of events during the Israel-Arab conflict. The second element is the type of work e.g. atlas, biography, general work, interview, personal narrative, pictorial work, textbook, newspaper, periodical. Part II concludes with the scope of the work e.g. whatever aspects the materials encompass relating to the conflict.

Part III - Evaluation and Recommendations - includes the authority of the author or editor; answers to the research questions posed in Chapter I; the target audience; and published recommendation(s) of the work by professional reviewers.

Indexes

Three indexes, author, title, and subject were generated. The authors are listed alphabetically by last name; the title index conforms to a dictionary format omitting initial articles e.g. a, an, the. The subject index lists authorized Library of Congress subject headings. Both page numbers and entry numbers accompany each author and title entry.

Limitations

In the preparation of any research project, the impression exists that there is much more information still available that has gone unearthed and untapped and is still waiting to be added to this study. This bibliography has been compiled with as much available data as could be found on the topic. Still there is a desire and need for more to be accomplished although it has been proven that the topic of the Arab-Israeli conflict as depicted in juvenile literature is very limited.

The researcher has purposely confined the choice of materials by using only resources that would be accessible in the public and school libraries within Westchester and New York City.

Events in the Middle East such as the recent signing of the peace accord between the Palestinian Arabs and the Israelis, the assassination of Israeli Prime Minister Yitzhak Rabin as well as the recent election of the new Prime Minister, Bejamin Netanyahu present expectations that much more juvenile literature on these historic milestones will be forthcoming.

CHAPTER IV

A SELECTED ANNOTATED BIBLIOGRAPHY

Middle East - Social life and customs

General works

1.
Lands and Peoples Special Edition: Crisis in the Middle East. Danbury, Conn: Grolier, 1992. 92 pp.

This encyclopedic work organized according to geographic proximity rather than alphabetic order is an addendum to the original six volume set published in 1991. Easily understandable pithy entries encompass the politics and government of the Middle East including all aspects of the Arab-Israeli conflict. This readable reference tool is specifically aimed at a young adult audience interested in the ethnic, religious and political issues underlying the crisis. Of importance are the descriptions of the culture, customs and economy of the Palestinian Arabs and their methods of survival. This straightforward text relates the most influential historical events that led to the crisis and details the ensuing wars and personalities involved. The entry regarding Zionism is of particular value as it explores its impetus and importance in the founding of the State of Israel. This non-judgmental fact-based research work philosophically attempts to cover the conflagration as a "moment in history...ultimately the people of the Middle East will make their own future and resume their own rendezvous with history." (89). Black and white, color photographs and maps add importance to this study aid. Index, no bibliography. (No book review available).

2.
Stefoff, Rebecca. West Bank/Gaza Strip. Places and Peoples of the World. New York: Chelsea House, 1988. 104 pp.

Stefoff, researcher, historian and biographer traces the history, topography, culture and people of the West Bank and Gaza Strip. She explores this area of the Middle East in terms of its economy, industry and tumultuous place in the political world. Her portrayal is neutral and non-positional. While offering her perceptions on the territories from Biblical to modern times, Stefoff allows her young readers to digest and realize the import of the facts in order for them to make up their own minds as to where they stand on the issues concerning these embattled areas. Complicated ideas are sorted out in a simplified manner by the author who carefully and clearly interprets intricacies of the history

and complex politics surrounding this troubled region that has instigated numerous skirmishes between the Palestinians and Israelis over the past decades. Stefoff, understanding that the audience needs a basic education of this area, includes descriptions of its physical characteristics as well as a discussion of the culture of the Palestinian Arab inhabitants most surviving in refugee camps. She articulates the feelings of the Palestinian Arabs, "The future of the West Bank and Gaza Strip is extremely unclear. But most Palestinians now feel that any decision, any action, would be better than continuing to exist as a people without a country." (97). Black and white and color illustrations and maps complement the text, "Facts at a Glance" and "History at a Glance" special sections, glossary, index, no bibliography. **RECOMMENDED**. (Booklist 84 (May 15, 1988): 1612. School Library Journal 34 (August 1988): 104).

Israel

3.
Cahill, Mary Jane. Israel. Places and Peoples of the World. New York: Chelsea House, 1989. 112 pp.

Cahill, an historian, in her impartial area study surveys the past events, topography, civilization and culture of Israel. She underscores the economy, industry, and Israel's place in the world's political arena as it progressed as an independent nation since 1948. Many of Israel's problems are analyzed such as the trade deficit, internal conflicts, violence caused by ethnic differences, and political divisions between Israelis and Palestinian Arabs. Cahill explains to her young adult readership who need not have any prior knowledge of the history of Israel that the present is firmly and deeply rooted in past misunderstandings, hatreds, fears and suspicions. The author centers on the Zionist dream of an independent state based on democracy and religious freedom. She vividly and factually writes about Israel's society, educational system, military and religious practices. Her sympathy for the plight of the Palestinian Arabs becomes apparent when she hopes the Israelis can work out a fair solution to the refugee problem. Illustrations, special sections include "Facts at a Glance" and "History at a Glance," glossary, index, "Scenes of Israel" color plates, no bibliography. (No book review available).

4.
Elon, Amos. Jerusalem: City of Mirrors. Boston: Little, Brown and Co., 1989. 286 pp.

Amos Elon, reknowned historian, journalist, biographer and resident of Jerusalem has produced an objective, impressionistic, heartfelt anecdotal account on the meaning of Jerusalem to the world's three great religions: Christianity, Islam and Judaism. Each individual and group who has been to Jerusalem

has a particular image and these conflicting images tend to reflect one another from the present into the past shaping Jerusalem into a "city of mirrors." This word portrait extends Elon's interpretation of the history of the city from the Old Testament to the Arab-Israeli crisis. Since he was an Israeli soldier during the War of Independence in 1948 his passion for Jerusalem has grown and prompted him to write this meditative monograph that takes young adult readers through the Six-Day War of 1967 to the Intifada (children's uprising) of 1987. He depicts in a poetical and colorful style Jerusalem's geography, history, myths, politics, literature and archaeology. Elon shares with readers the belief that the Arab-Israeli conflict is tearing apart his beloved Jerusalem and eventually the entire Middle East. He writes with compassion about both the Arabs and the Jews using the background of Jerusalem to design a "mosaic" although he debates this premise by stating, "In a mosaic, the divergent parts combine to make up a design; in Jerusalem they do not." (246). Bibliography, chronology (1900 B.C. to 1987), index, maps. **RECOMMENDED**. (Christian Century 107 (May 30, 1990): 575. Library Journal 114 (September 1, 1989): 206. New Yorker 65 (November 20, 1989): 156. Time 134 (September 18, 1989): 95).

Palestine

5.
Karaoglan, Aida. The Struggle Goes On. 2nd ed. Beirut: Palestine Research Center, 1969. 152 pp.

The researcher and historian takes her young readers on a pictorial tour of the everyday lives of the displaced Palestinian Arabs and those under occupation in Israel. Through the art of photography and with the aid of succinct and supplemental captions, Karaoglan focuses on past events especially the results of the 1967 Six-Day War that led to the Israeli occupation of the disputed West Bank and Gaza Strip. It is apparent that the author sympathizes with the Arabs when one examines the stark black and white photographs portraying Arab families crammed into one-room shelters or existing in makeshift tents or caves depending on their own resources for survival. She laments, "Today much of the life of the Palestinian Arabs, whether living in exile or in neighbouring Arab countries or under Israeli occupation, is taken up with the sheer effort of preserving an individual existence and collective identity." (14). Karaoglan intends that her young audience empathize with the Arab children and young adults who, despite their disrupted lives, are eager to continue their education. The author believes that freedom from occupation is the main concern of the Palestinian Arabs as they express their frustrations through acts of passive and active resistance "as the struggle goes on." No bibliography nor index. (No book review available).

6.
McDowall, David. The Palestinians. Issues...Issues...Issues. New York: Gloucester Press, 1986. 32 pp.

McDowall, an acknowledged expert in the field of Middle Eastern history, has worked with international relief and development agencies for Palestine refugees in the Middle East. He discusses the present despair of the Palestinian Arabs and their involvement in the Arab-Israeli conflict. Clearly pro-Palestinian, McDowall, as advocate, has written his book to favor the Arab stance as he speaks of the crisis, Palestinian problems and the Palestine Liberation Organization's political policies. He identifies with the Palestinian Arabs who fled Israel and are now exiled and forced to live in refugee camps. In this slim, subjective yet factual introduction to the Arab-Israeli conflict, he extols to young children who are targeted for this work that the struggle has escalated since Israel became a state. He highlights the seriousness, complexities, longstanding violence and suspicions on both sides stating, "This is about the issues behind the bitter conflict between the Israelis and the Palestinians, it is a conflict that provokes very different points of view: when two peoples both consider they are fighting for survival, each side is often so mistrustful of the other that compromise seems almost impossible." (4). Color illustrations and maps, chronology "Hard Facts" 1908-1985), no bibliography, glossary, index. **RECOMMENDED**. (School Library Journal 33 (May 1987): 98).

Israel-Arab conflicts - Origin

General works

7.
Pimlott, John. Middle East: A Background to the Conflicts. Hotspots. New York: Gloucester Press, 1991. 36 pp.

John Pimlott is the Deputy Head of War Studies at the Royal Military Academy at Sandhurst, England. He has written several books on the Middle East which is evident in this contemporary, humane, concise work. Pimlott's juvenile historical depiction traces the upheaval in the Middle East due to the Arab-Israeli conflict and concludes with the search for a durable harmony in the region. The author provides a well-balanced and unbiased outlook on the conflict while candidly stating relevant substantive information. His opening chapters undertake to explain to pre-adolescent readers the 19th century roots of the conflict that involves the dilemmas of religion, territory, politics and oil. He opines that these problems are so overwhelming that prospects

for peace are not favorable in this time frame. His well-constructed study affords users easy accessibility as each chapter begins with a highlighted sentence or two summarizing its understandable subject matter. The text ranges from the rise of Arab nationalism through the Intifada (children's uprising) and beyond. The causes and effects of several wars during the conflict are interpreted for the benefit of young readers who do not require any previous knowledge of the Middle East or the conflict to benefit from this monograph. Black and white and full-color photographs with informative captions are integrated on every page. Detailed maps. No bibliography, chronology (632 A.D.-1991), glossary, lists of Middle Eastern countries and weapons of warfare, index. **RECOMMENDED**. (School Library Journal 38 (February 1992): 104).

Israel

8.
Gillon, Diana and Meir Gillon. The Sand and the Stars: The Story of the Jewish People. New York: Lothrop, Lee & Shepard, 1971. 223 pp.

This is an epic account of the Jews, their contributions to the world and their establishment of the State of Israel which was one of the major factors that spurred the Arab-Israeli conflict. The authors document the historical, political, and social life of the Jewish people since Biblical times for the edification of young students. The historiography covers the Jewish people's early struggles to survive, the efforts of Theodor Herzl to establish a Zionist state in Palestine, the Balfour Declaration of 1917, many momentous events leading to the founding of the State of Israel in 1948 and the evolvement of the Arab-Israeli conflict. Gillon and Gillon appear to present their history in favor of the Jews although they do not disparage, condemn or stereotype the Palestinian Arabs who the authors feel were forced to fight for what they believed was rightfully their land. The Arabs who fled Palestine, young information seekers are told, were misled by their government with false promises of return to homes in Palestine in a few days. Thereafter, these Palestinian Arabs "embarked on a life of misery...left to linger and multiply in refugee camps." (196). The historians thoroughly examine the Jews' relationship to Christianity and Islam, their persecution through the ages, and their contemporary problems as of the early 1970s with a view to the conditions of Jews in other nations. Epilogue, illustrations, bibliography, index. **RECOMMENDED**. (Jewish Book Annual 29 (1971-1972): 143. Library Journal 96 (June 15, 1971): 2130).

9.
Levin, Meyer. The Story of Israel. New York: G.P. Putnam's Sons, 1966. 256 pp.

Levin is a well-respected author, producer of two feature films about the Israelis, collaborator on a series of study guides for Jewish children used in synagogues and temples and eyewitness to events in Israel. This history and partial dramatization from a Zionist's point of view reflects his respect and zeal for Israel as he sets out to instill a sense of idealism in young adults. Levin praises the accomplishments of pioneer figures who recreated the Jewish state and brought about a new nation, aristocrat Baron de Rothschild, journalist Theodor Herzl, labor leader Ben-Gurion, chemist-statesman Chaim Weizmann and Israeli Prime Minister Golda Meir. Levin condenses marked events from Biblical times up to the writing of this narrative. Adolescents reading this resource will be taken with Levin's technique and skill in portraying the singular Jewish achievement of regaining their homeland while overcoming myriad impediments that stood in the way. Although Levin appears to be very personally and emotionally involved in his pro-Israeli opinions, he is also sensitive to the Palestinian Arabs' resentment and resistance toward the Jewish occupation of Palestine. He informs young adults of the impact of the Balfour Declaration, the effect of the United Nations Partition Plan and the Arab-Israeli conflict in terms of Israel's political and social standing in world affairs. Many candid photographs reflect the emotions of the famous and everyday people within Israel and its environs; sketches add intensity and dimension to the text. Index, no bibliography. **RECOMMENDED**. (Jewish Book Annual 25 (1967-1968): 202. Kirkus Reviews 34 (May 15, 1966): 516. Library Journal 91 (July 1966): 3544. New York Times Book Review 71 (July 24, 1966): 22).

10.
Rachleff, Owen S. Young Israel: A History of the Modern Nation. New York: Lion Press, 1968. 123 pp.

Rachleff, researcher, historian and personal observer of events in the Middle East, has gathered a large amount of data from books, documents, maps and photographs to evolve this historically accurate narrative that relates the story of the innate drama of Israel from its birth as a state on May 14, 1948 to June 1967, the major turning point in Arab-Israeli confrontations. This book has been composed specifically for the enlightenment of junior high school students. Rachleff desires not to dwell on the past but to continue with a "basic history" of Israel the "young--but ancient--nation...a history that hopefully affords us a view of one of the most admirable struggles of any people in the modern world." (17). Rachleff touches on present-day problems and continuing struggles as of

the writing of this account. The author wants juvenile readers to appreciate and consider the Israelis' art, music, theatre, cities, farms, holidays and aspirations for peace. Rachleff portrays the Israelis in a favorable manner while not deriding or deprecating the dignity of the Palestinian Arabs for their position, intentions or actions during the conflict. The author desires to instill the feeling that Israel is extending an outstretched hand to its neighbors in order that a lasting peace for all people of the Middle East be negotiated so that "skills and energies can be shared for the betterment of the region as a whole." (Preface). Attractive and informative black and white photographs capture the spirit and environment of the Israelis. Bibliography, no index. **RECOMMENDED**. (Library Journal 93 (November 15, 1968): 4422).

Palestine

11.
Carroll, Raymond. The Palestine Question. An Impact book. New York: Franklin Watts, 1983. 90 pp.

Carroll, a journalist and former general editor and United Nations correspondent for Newsweek magazine attempts to non-judgmentally represent the political history of Palestine from all the involved participants' perspectives. He traces variant claims made to this hotly contested territory near the Mediterranean Sea that has been referred to in its ancient history as Caanan, Palestine and Israel. This well-balanced and intensively researched presentation outlines for young adults the origins of the Jewish Biblical claim to Palestine including the conquest of this same land by the Arabs during the seventh century. The author presents the history of the region succinctly validating both Jewish and Arab rights. His introduction to the subject encompasses the fate of Palestine under British control from 1920 to 1948, the United Nations Partition Plan of 1947 which attempted to divide the land between the Jews and Arabs and the War of Independence that erupted after the State of Israel was born. Carroll traces the human side of the land dispute that became one of the major causes of the Arab-Israeli conflict, the struggle of the Jews seeking a homeland, the plight of today's Palestinian refugees, and the continuing toll in lives on both sides. Interest is added to the appreciation of this book when Carroll dispassionately discusses the current stance of the Israeli government and the present status and pronouncements of the Palestine Liberation Organization. Indexed, map of the disputed region, bibliographical essay. **RECOMMENDED**. (School Library Journal 30 (September 1983): 130).

12.
Grant, Neil. The Partition of Palestine, 1947: Jewish Triumph, British Failure, Arab Disaster. A World focus book. New York: Franklin Watts, 1973. 88 pp.

Neil Grant an encyclopedia editor and writer returned to his native England to devote his creative abilities to writing books for young people. This text is most sympathetic in its advocacy of the Palestinian Arabs. Grant takes his juvenile readers/students through a one-sided elementary description of the history of Palestine during the Balfour Declaration of 1917, the United Nations Partition Plan of 1947 and the declaration of the State of Israel in 1948. He denounces the many failed strategies that were instituted by Great Britain, the United Nations and other involved outsiders to solve the problem of dividing this troubled land for the Israelis and Arabs to live in peaceful coexistence. He decries the eventual fighting, both political and military, that occurred when the United Nations acted upon the plea of the British to settle the Palestine difficulty. Grant's empathetic feelings and outright bias toward the Arabs is made known when he states, "The creation of Israel was an heroic achievement...but for the indigenous inhabitants of Palestine, many to this day eking out a hopeless existence in refugee camps, it was a disaster." (83). Grant's numerous quotes are not documented. Bibliography, index, lists of "Historically Important Persons" as well as "Jewish and Arab Organizations and Movements." Many full-page black and white photographs. Maps trace the numerous partition schemes proposed for Palestine. **NOT RECOMMENDED**. (Library Journal 99, no. 6 (March 15, 1974): 889).

Zionism

13.
Goldston, Robert. Next Year in Jerusalem: A Short History of Zionism. Boston: Little, Brown, 1978. 242 pp.

Within this publication the historiographer of many works on major controversial sociological and historical movements has undertaken to present a readable history of the Jewish return to Zion (Palestine) which the author considers "A Dream in Search of Reality." (111). Goldston investigates the Jewish experience from the Diaspora (dispersion of the Jews), their sufferings over the centuries, and their embracing Theodor Herzl's philosophy of Zionism as a method of establishing a homeland in Palestine. He introduces his young adult audience to Herzl's writings and personality. The historical and political events that led to the establishment of the Jewish State of Israel are detailed. Goldston conveys his intense feelings that the British practiced duplicity

when they controlled Palestine by issuing false promises to the Arabs as well as the Jews. He also feels strongly that past and present Arab leaders who are educated, sophisticated and well-traveled use propaganda to influence and manipulate the simple, uneducated, oppressed masses within the Arab world when they claim that Zionists place allegiance to their "Jewish race" above all other loyalties and state that "This makes Zionism a form of racism." (223). Goldston believes despite all the difficulties, tribulations, death and destruction suffered by the Jews before and during the conflict it was all worthwhile because they have fulfilled their age-old Passover toast "Next year in Jerusalem." (225). Illustrations and maps, bibliography, index. **RECOMMENDED**. (The Horn Book Magazine 54 (August 1978): 410. Jewish Book Annual 36 (1978-1979): 164. School Library Journal 25 (February 1979): 62).

Israel-Arab conflicts

General works

14.
Bickerton, Ian J. and M.N. Pearson. The Arab-Israeli Conflict: A History. 2nd ed. Melbourne, Australia: Longman Chesire, 1990. 203 pp.

The two historians who have written numerous works concentrating on the Middle East undertake to describe in this general history aimed specifically at teachers and young adults the importance of the Arab-Israeli crisis in the Middle East and its significance in world affairs. Individual incidents contributing to the conflict are traced from 1516 to the present, taking into account historical, ethnic, cultural, religious and geographical factors. This neutral treatise theorizes that antagonisms are based largely on the conflicting philosophies and teachings of the three major world religions adhered to in the Middle East: Christianity, Judaism and Islam. This humane, easily comprehensible source encompasses the Balfour Declaration, the Holocaust, various United Nations resolutions, discussions of individual wars, and the Camp David Accords. A major goal of the authors is to treat both the Jews' and Arabs' positions fairly without favoritism or derision. The authors also expound on their firm belief that over the past centuries both cultures have exhibited differing visions regarding Palestine which have ultimately and inevitably led to the bloodshed. Illustrations, maps, statistical graphs, chronological charts, glossary, index, bibliographical references. (No book review available).

15.
Bleaney, Heather and Richard Lawless. The Middle East Since 1945. The Post War World. London: B.T. Batsford, 1989. 60 pp.

Richard Lawless and Heather Bleaney, professors of Middle Eastern and Islamic studies, focus on the Arab-Israeli conflict during the second half of the twentieth century. They carefully interpret earlier events that supplemented the development of Arab nationalism, Zionism and Jewish immigration to Palestine. Bleaney and Lawless examine the establishment of the State of Israel, the significance of the resulting Arab-Israeli wars within the Middle East and their global import, the influence of Anwar Sadat and his violent death as well as the intervention of the United States and the impact of the Camp David Accords. Using numerous source documents such as quotations from political speeches, resolutions from the United Nations, Arab and Israeli press conferences and treaties and personal memoirs, the authors add depth, interest and understanding. Young adult students and their teachers will be better able to grasp complex subject matter presented through valuable commentaries provided in the left-hand margin of each page that highlight and emphasize key words and phrases for clarity and enrichment. The 1948 War of Independence is analyzed as well as the Suez War of 1956, the Six-Day War of 1967, the October 1973 War, the Lebanon War of 1982 and the Intifada (children's uprising) of 1987. The continuous terrorist activities of embittered and desperate Arabs and Israelis are also well-documented in this effective, balanced scholarly work. Bibliographical references, chronology, illustrations, maps, index. **RECOMMENDED**. (School Library Journal 36, no. 8 (August 1990): 170. Times Educational Supplement (April 27, 1990): A38).

16.
Deegan, Paul J. The Arab/Israeli Conflict. War in the Gulf. Edina, Minn.: Abdo & Daughters, 1990. 48 pp.

The author and historian has designed this book to benefit young children. The work, printed in large type, enables these users to gain a clear concept of the Arab-Israeli conflict from its spawning in 1882. Deegan relates in storylike fashion the history of the founding of Israel which was spurred by the principles of Zionism and the Arab aggression targeted at the new nation-state. The historiographer further recounts the devious actions of the British, the mediations of the United Nations and concentrates on the particulars of individual wars of the conflict. He discusses the territories won by Israel in each of its wars with the Arab states while focusing on the pivotal Six-Day War of 1967 and its aftermath. Deegan does not offer any value judgments, fictionalize nor display bias toward any side in his reporting of history so that youngsters can comprehend the bitter

conflict as fairly as possible. He remorsefully concludes by telling the children that any peaceful conclusion to the conflict seems "remote." Oversized black and white photographs record the drastic results of the wars and the children/ soldiers embroiled in the conflict, bibliography, index. (No book review available).

17.
Ferrara, Peter L. East vs. West in the Middle East. An Impact book. New York: Franklin Watts, 1983. 90 pp.

The author and historian within this work of historical research examines the backdrop of political intrigue involved in Middle Eastern dealings and affairs by the competing superpowers of the West (United States) and the East (Soviet Union) after World War II. The simmering "deep suspicions" that developed over oil and geographic strategies are taken under a microscopic investigation. This thorough work is unique in its ability to present the superpowers involvement in the Arab-Israeli conflict in an authentic, concise and disambiguous manner. A worthwhile and utilitarian reference implement for young adults who possess little knowledge of the problems and machinations in the Middle East. Ferrara explains when the Arabs became inextricably entangled in battle (socially, politically and militarily) with the Israelis over the disputed Palestine territory the superpowers, concerned only with the flow of oil, began to interfere and take sides in Middle Eastern issues. Historical facts are presented forthrightly, justly and effectively with no hidden agenda set by the author. Ferrara's empathy for the Arabs can be discerned when he states that they as a people have been manipulated by the Russians who seek only to supply them with arms. Bibliography, charts, maps, index. **RECOMMENDED**. (Booklist 79, no. 2 (July 1983): 1394. Reading Teacher 37, no. 3 (December 1983): 307. School Library Journal 30, no. 1 (September 1983): 132).

18.
Gilbert, Martin. Atlas of the Arab-Israeli Conflict. 6th ed. New York: Oxford University Press, 1993. 146 pp.

Historian and biographer Martin Gilbert using the medium of cartography represents in 146 black and white full-page maps a chronology or timeline of Jewish history dating from 1000 B.C. to February 1991 with a focus on the twentieth century in the Middle East. The shaded maps are described by key symbols and boxes of explanations. Gilbert suggests that this atlas is an important and substantive reference tool for young adult students who research in public, academic and high school libraries for class assignments and reports. A grasp of Middle Eastern history can be obtained by accessing a map on each page containing the author's perspective of the

particular event, fundamental historical background information, dates and quotations from documents, speeches and relevant military and political figures. The maps indicate the changing patterns in Israeli politics, population, development and foreign policy. One can easily perceive by studying the composition and description of each map that Gilbert attempts to recreate the Arab-Israeli wars with their accompanying violence, bloodshed and destruction in terms of the suffering inflicted on the Arabs and Jews both adults and children. Other maps reveal the attempts at a peaceful solution to the conflict by showcasing numerous boundary schemes in order that both sides may benefit and be appeased. Gilbert's partiality shows through as both the cartographer's maps and his accompanying comments underscore the Jewish view of circumstances. **RECOMMENDED**. (School Library Journal 40, no. 5 (May 1994): 140. Wilson Library Bulletin 68, no. 9 (May 1994): 128).

19.
Goldston, Robert. The Sword of the Prophet: A History of the Arab World from the Time of Mohammed to the Present Day. New York: Dial Press, 1979. 246 pp.

Historian Goldston bases his narrative on the historical heritage of the Arab world emphasizing important and prominent episodes from 570 A.D. to the present Arab-Israeli conflict. He evaluates Mohammed's influence in uniting disagreeing Arab tribes within the Moslem faith and the building up of vast military Arab power. Goldston then delineates the exploitation of the Arab world, its decline and the eventual revival of Arab nationalism making it a power in this contemporary political and economic era. Goldston employs his assertions skillfully as he centers the attention of young adult readers. It becomes clear that the latter half of his tome and the epilogue have been proposed to expound on the power politics played by the United States and the leading European countries in the Arab-Israeli wars that progressed from 1948 through the 1973 October War. This particular and crucial war was pivotal, according to the author, in exhibiting to the world the real and potential strength of today's Arab nations. This analysis attempts to be fair to the Israelis, but overwhelmingly the author's sympathy lies with the cause of the Palestinian Arabs. The author imparts a tremendous amount of useful and substantive historical background material regarding the Arabs. Young adult students reading Goldston's volume gain valuable insight and will be encouraged to research further works that depict the Arab perspective without slighting, blaming or abusing the Israelis in the process. Bibliography, maps, index. **RECOMMENDED**. (Booklist 76, no. 6 (November 15, 1979): 493. School Library Journal 26, no. 1 (September 1979): 157).

20.
Harper, Paul. The Arab Israeli Conflict. Witness history series. New York: Bookwright Press, 1990. 63 pp.

Historian Paul Harper has expressly written this discourse as a review of the Arab-Israeli conflict for young adults who already have a basic understanding of this issue. The author's express purpose is to stimulate further thought and deeper comprehension as he recounts the hostility between Israel and its Arab neighbors since 1948. Harper attempts to maintain his objectivity although the reader can detect his sympathetic tendencies for the Palestinian Arabs' cause and the reasons behind their bitterness toward the Israelis. In this slim volume containing fact-based short chapters Harper takes his youthful users back to the roots of the conflict and ensuing devastation in the Middle East. He imparts his theory that disparate ethnic and religious mixtures (Muslim, Jewish and Christian) sowed the seeds of the Arab-Israeli conflagration. The author reviews the Zionist movement, the Balfour Declaration, the formation of the State of Israel, the growth of Arab nationalism and the problem of Palestinian refugees. In this survey of the crisis Harper concentrates on the conflict years from 1948-1973 with an emphasis on the 1967 Six-Day War as a major turning point in Arab-Israeli relations and the growth of the Palestine Liberation Organization (PLO) with Yassar Arafat as its chairman. Harper does not hide his strong feelings for the Arab viewpoint on events when he considers Arafat a vital leader of the Palestinian victims. Bibliography, captioned photographs add further dimension to the clearly stated text, analytical well-designed maps, appendixes (Leading figures; Important dates), glossary, index. **RECOMMENDED**. (Booklist 86, no. 19 (June 1, 1990): 1898. The Horn Book Guide 1, no. 2 (January-June 1990): 319).

21.
Hills, Ken. Arab-Israeli Wars. Library ed. Wars that Changed the World. New York: Marshall Cavendish, 1991. 31 pp.

The author and historian has written this primer for the edification of schoolchildren. He believes this particular group can acquire a full comprehension of the Arab-Israeli conflict from his text without having any prior knowledge of its importance in world affairs. Hills focuses the scope of his factually based work on the major wars and minor battles that comprised the conflict since the founding of Israel in 1948 to the Intifada (children's uprising) of 1987. He explains to young readers that Israelis and Arabs in their land dispute over the rights to inhabit and control Palestine have fought four major wars. Hills presents in easily understandable and brief format the origins, significant occurrences, and outcomes of each of the major wars of the conflict. He considers the Six-Day War a watershed event in

Arab-Israeli relations and world history in general. The historian endeavors to treat the Arabs and Israelis evenhandedly and explains this era of Middle Eastern history in a non-committal manner. The topics he explores in each pithy chapter begin with capitalized bold headings followed by diversifed subheadings with the text written in simple terminology. Each page contains an illustration or a map that emphasizes and complements the facts in Hills' brief overview. Each page further provides definitions of unfamiliar terms, concise explanations that illuminate and add insight and thumbnail biographical sketches of important players in various eras and stages of the conflict. No bibliography, appendix of Important Events of the Conflict (1897-1991), color illustrations and maps, index. **RECOMMENDED**. (The Horn Book Guide 3 (Spring 1992): 133).

22.
Hirschfeld, Burt. A State is Born: The Story of Israel. New York: Julian Messner, 1967. 192 pp.

Burt Hirschfeld is an historian and writer of books and magazine articles for young people and adults. Within this clearly and simply written work the student as well as the parent, teacher, educator and librarian can acknowledge thousands of years of Jewish history preceding the inception of the State of Israel in 1948 as well as subsequent political and military events through 1967. The historian views with compassion in this zealous narration, the struggle of the Jews but at the same instance does not stereotype or downgrade the Palestinian Arabs realizing their struggles and hardships as a people. Hirschfeld's enthusiastic and novel-type approach (that is not fictionalized being well-researched and documented) to the spirit of the Jewish people will keep the interest of his intended readers. The Israelis, he perceives, are filled with an undeviating determination to survive and rise above the Arabs' progressively aggressive activities. He analyzes the military campaigns, strategies and politicking of the 1948 War of Independence and the 1967 Six-Day War. His historical narrative is interspersed with dialogue from important Arab and Israeli figures culled from media programs, proclamations, documented correspondence and taped conversasations. He opines at the conclusion of the text that "The extremists must be replaced so that reason may at last prevail...and Israel may live sovereign and free, a vital, progressive, young nation...and the world's oldest." (184). Illustrations, bibliography, index. **RECOMMENDED**. (Kirkus Reviews 35, no. 1 (November 1967): 1328. Library Journal 92 (October 15, 1967): 3864).

23.
Khouri, Fred J. The Arab-Israeli Dilemma. 3d ed. Syracuse, New York: Syracuse University Press, 1985. 605 pp.

Khouri, a professor of political science at Villanova University has devoted thirty years of study to the Arab-Israeli crisis and the political machinations of the Middle East. The historian, in this even-handed account for young information seekers, investigates and elucidates various aspects of the Arab-Israeli problem starting from 1922 to the War of Independence in 1948, the Suez War of 1956, the June 1967 Six-Day War continuing with the October 1973 War. He stresses that the policies and politics of the Carter and Reagan administrations, the continual bungling actions of the United Nations as well as the Russians who provide military, economic and political help to the Arabs contributed significantly to the development and prolongation of the conflict. Professor Khouri's writing is pedantic and unemotional as he offers his fair, honest, non-partisan and critical analysis of the Israelis who want to prevail in their right to retain Israel as well as the Palestinian Arabs and their grievances. Khouri offers several solutions to the conflict but believes "Only the United States can resolve the situation." (523). Appendix of documents, bibliographical references, index. (No book review available).

24.
Kurland, Gerald. The Arab Israeli Conflict. Charlotteville, N.Y.: SamHar Press, 1973. 32 pp.

The researcher and historian has compiled within this single-spaced tightly packed thin diary a recounting of three major wars that traces and examines their day-by-day and step-by-step activities. As an introduction to the entirety of the crisis, the author recalls for young adult students a concise and intricate history of the fundamental elements that were responsible and primary to its instigation. He begins with the Diaspora (scattering of the Jews throughout the world) from Palestine in 70 A.D. and the Jewish struggle for existtence during the following centuries that added impetus to their desire to return. The author describes the pressure of the Arabs to rid themselves of Jewish occupation and governnance. Displaying no favoritism, Kurland records and diagnoses the military strategems and battle plans that the armies of each side implemented during the three wars intensively scrutinized. Kurland leads off by relating the "five phases" of the Arab-Israeli War of 1948-1949. Having completed a reconstruction of this War of Independence, Kurland continues his diary entries detailing and dissecting the explosive and dramatic Six-Day War of 1967 and its aftermath. In one of his more telling notations for the October War of 1973 he sees no sign or possiblity for a peaceful settlement as the Arab

states of Egypt, Syria as well as the Palestinian Arabs "are adamant in their refusal to recognize the Jewish state." (31). Short bibliography, no index. (No book review available).

25.
Messenger, Charles. The Middle East. Conflict in the 20th century. New York: Franklin Watts, 1988. 62 pp.

The full-time military writer surveys the regional politics of the Middle East since World War II until the late 1980s. Messenger covers and highlights the Arab-Israeli conflict and the important roles of the United States and Soviet Union who are increasingly involved in the Middle East fracas due to their oil interests. He explains to young adult students that the conflict has taken a number of forms over the decades due to the desire for self-determination on the part of the Israelis and Palestinian Arabs and the more materialistic leanings of the Soviet Union and United States. The author analyzes the conflict and random acts of terrorism in this part of the world. He mainly attributes this violence to the Palestinian Arabs. These acts, he believes, have led to the skirmishes and battles which have developed into full-scale wars of the conflict using tanks, aircraft and new technology provided by the "superpowers" who do not act to end the hostility and enmity. Messenger also lays blame on the world powers for their lackluster peacekeeping efforts in the Middle East. He sums up with his disappointment that the Middle East's reputation still continues as the "most volatile region in the modern world...the dilemma of the Palestinians remains while Israel still occupies Arab territory...the future looks bleak." (47). Numerous tightly integrated illustrations and maps, bibliography, separate appendices list personalities, political update, oil, summary of conflicts, Lebanese factions, chronology (1945-1987), index. **RECOMMENDED**. (Booklist 86, no. 1 (September 1, 1989): 61).

26.
Ross, Stewart. Causes and Consequences of the Arab-Israel Conflict. Causes and Consequences. Austin, Texas: Raintree Steck-Vaughn Publishers, 1996. 80 pp.

Stewart Ross, a well-known writer for children and adults, has taught history and political science. In this contemporary historical narrative the author fairly and expertly informs pre-adolescent readers of events starting from 1948 when the State of Israel was created through the Intifada (children's uprising of 1987) and touching upon complications encountered in the Middle East during the first half of the 1990s. He delves into the consequences of the Arab-Israeli crisis, the terrorism involved, the desperation

of the Palestinian refugees and the various peace efforts that have provided these displaced Arabs with some autonomy in the Israeli occupied West Bank and Gaza Strip. Ross considers the Middle East "The world's angry region" (6) as two differing peoples wrangle for the right to inhabit the same piece of land. He opinionizes that a major contributing factor to the entire Arab-Israeli crisis was the British failure to control the buildup of initial hostilities between diverse cultures harboring conflicting and contradictory ideologies. Ross compassionately concludes with a renewed hope for peace in the near future by stating, "After almost seventy years of violence, there now seems to be a chance that the Arab-Israeli conflict will finally draw to a close." (72). Many illustrations and portraits, some in color, depict the pathos and harsh realities of war, maps, bibliography, glossary, index. Timeline of major events (1897 to 1994). (No book review available).

27.
Werstein, Irving. All the Furious Battles: The Saga of Israel's Army. New York: Meredith Press, 1969. 169 pp.

The historian, author and journalist has formulated a well-organized historical study centering on Israel's Defence Force Army (IDF) since its origin in the 19th century. Young adults become cognizant of the need and urgency for defensive forces in Israel from Biblical days until the dramatic Six-Day War of 1967 when Werstein states the Israelis were provoked by the Egyptians to strike against them. The author describes in detail small engagements and battle strategies throughout Israel's military history. Within his pro-Israeli account Werstein does not fictionalize the processes of the formation of Israel's Army and its importance and vital necessity for existing especially during the Arab-Israeli conflict. He provides short biographies of prominent Israeli military figures such as Moshe Dayan and General Mickey Marcus. Werstein's Hebrew words are clear in their usage or explained thoroughly in the text. This brief history of the evolution and construction of Israel's Army is an important supplement and complement to other basic histories that concentrate on the conflict itself. Werstein feels the formidable strength of the present Israeli Army will be able to compete with the Arab forces. He comments, "The Israel Defence Force will be ready to meet them, as they have before." (169). Bibliography, index, appendix (List of Ranks in the Israeli Army and U.S. Equivalents). **RECOMMENDED**. (Publishers Weekly 195 (December 8, 1969): 49. Library Journal 95, no. 4 (February 15, 1970): 792).

28.
Worth, Richard. Israel and the Arab States. An Impact book. New York: Franklin Watts, 1983. 90 pp.

The historian creates a concise introductory in-depth study aid for juveniles comprised of many elemental factors relating to the Arab-Israeli conflict. Worth's historical account is straight factual reporting without depending on embellishment to illustrate his main ideas. He tackles the crux of the Middle East crisis centering on Israel's relationship with its Arab neighbors as he narrates each occurrence in revealing and readable detail. Worth intends to be noncommital in order to interpret the conflict's major wars but it soon becomes apparent that he favors Israel's view of circumstances. The author's partiality though does not allow him to belittle, denigrate or falsify the importance of the Arab states' achievements, political systems or their right to freedom and sovereignty. Worth traces and analyzes the progression of the Middle East conflict from the War of Independence (1948-1949), the Suez War (1956), the Six-Day War (1967) and the October War (1973) commonly known as the Yom Kippur War or Ramadan War. He comments on the meeting of Sadat, Begin and Carter at Camp David in 1979 which led to a peace accord between Egypt and Israel. In a final section "Will there be peace?" Worth qualifies this peace treaty that did not put an end to the crisis, the core problem of the Middle East, involving Israel's security and Arab's rights. Bibliography, maps, index. **RECOMMENDED**. (Booklist 79 (June 15, 1983): 1336. Reading Teacher 37, no. 3 (December 1983): 307).

Israel-Arab War, 1948-1949

29.
Cameron, James. The Making of Israel. New York: Taplinger Publishing Co., 1977. 104 pp.

Cameron, a Scottish journalist, author, and historian has written a summary of the events leading to the creation of Israel and the War of Independence, 1948-1949. He informs his young adult readers that "The whole history of the Middle East has been a tragedy of errors. But everything in this short book is true, as far as a score of people's memories can be true, including my own." (1). As a responsible journalist Cameron attempts to present his viewpoints without displaying any bias. Cameron, who was intermittingly in Israel during the War of Independence, captures the pathos of the War and its fast moving episodes and machinations in a dramatic manner. He feels the last days of the British rule of Palestine with their accompanying devious actions were "abominations" and a major cause of Arab-Israeli antagonism. He describes the Arab's furious protest to the United Nations Partition Plan that firmly set the Palestinian Arabs against their Jewish neighbors and was a precursor to hostilities and ultimately war. This work is suited for young readers who require a clear and perceptive account of the onset of the ongoing troubles of the current Middle East situation. In the Epilogue Cameron declares, "A new generation will grow up in the Middle East, both Arab and Israeli, which will reject the role of pawns in the Power Game...recognize that both sides must make a future together, if there is to be one at all." Numerous black and white illustrations depict the despair and desperation of the Jews and Arabs involved in the fearsome fight. No bibliography, index. **RECOMMENDED**. (Jewish Book Annual 36 (1978-1979): 164. Library Journal 102 (September 15, 1977): 1844. Publishers Weekly 212, no. 2 (July 11, 1977): 60).

30.
Dan, Uri. To the Promised Land: The Birth of Israel. New York: Doubleday, 1987. 285 pp.

The internationally recognized Israeli historian and journalist has dedicated this commemorative cogent overview to Israel's forty years of striving to maintain independence since its birth as a state in 1948. Dan stresses Israel's determination to remain an important entity in the Middle Eastern region and an influential leader within world affairs despite the unrest and tension inflicted by the Arab-Israeli conflict in which it is embroiled. He pays tribute to Israel's early spirited leaders/founders and movingly recounts for young adult readers the human drama of the Jewish struggle from Theodor Herzl's First Zionist Congress in 1897, David Ben-Gurion's proclamation of Israel's sovereignty in 1948, to

the episodic incidents that ensued during the War of Independence in 1948. The author recalls the "Arab invasion" on three sides of Israel which took place only a few hours after its establishment as a state. But, he says, the Israelis held out and fought a successful war despite the Arab legions of thousands and various other adversities. Dan maintains that although the War of Independence ended in 1949, after sixteen months of bloodshed, with a victory for Israel, the trouble and strife in the Middle East continues unceasingly. He admires the courage and spirit of the Israelis but writes nothing to defame or deride the Arabs in their determination to regain Palestine. The solution to the struggle, he believes, "will be found in a partnership of the Jews inside Israel and those outside." (245). No bibliography nor index. Over 200 magnificent black and white archival photographs and maps, appendix (Significant Dates in the Birth of Israel, 1839-1949). **RECOMMENDED**. (Booklist 84, no. 15 (April 1, 1988): 1308. Library Journal 113, no. 8 (May 1, 1988): 78).

31.
Jacobs, Monty. The Birth of the Israel Air Force: The Story of Pioneer Airmen. New York: Shulsinger Bros., 1965. 108 pp.

Historian and author Jacobs has written a work based on particular scenes and incidents of historic record regarding the birth of the Israel Air Force (IAF) and its vital function in the War of Independence of 1948. This historiography is written as a tale for very young children. Jacobs personalizes and humanizes the main characters and explains in elementary terminology their critical and heroic exploits. The book focuses on the development of Israel's Air Force in 1948 from the Palestine Aero Club, with single-engine Piper Cubs to the superb modern military fighting force it became during the Arab-Israeli War of 1948. Jacobs empathetically portrays the valiant and fearless Israeli fighting airmen and recounts the feats of the Haganah (Israeli secret defense force) and its help to attain aircraft and train Israeli pilots in defensive tactics. The author stresses that the aircraft had to be in top shape to fight Spitfires that were sold to Egypt by the British. Jacobs admires the spirit of the men of the IAF and Haganah who in a short while had turned the Israel Air Force into a "constant guardian of the world's newest nation, the State of Israel." (108). Illustrations, artist sketches especially commissioned by the author, no bibliography nor index. **NOT RECOMMENDED**. (Jewish Book Annual 24 (1966-1967): 143).

Israel-Arab War, 1967

32.
Bleaney, Heather and Richard Lawless. The First Day of the Six-Day War. A Day that Made History. London: Dryad Press, 1990. 64 pp.

Bleaney and Lawless are professors of Middle Eastern and Islamic Studies. In this substantive book directed at young adults the authors have dramatically rendered a gripping story of the six most meaningful days in the history of Israeli warfare, June 5 to June 11, 1967. The Six-Day War, its outcome and consequences, the authors relate, favored the Israelis tremendously and brought under their control a large amount of Arab territory including the West Bank, Gaza Strip and the Sinai Peninsula. The details of the first day of the Six-Day War are centered on and enumerated step by step and hour by hour beginning with 8:45 a.m. on June 5th when wave after wave of Israeli aircraft commenced a surprise attack on Egypt's military airfields. By 11:34 a.m. over 264 Egyptian combat planes were destroyed. Bleaney and Lawless are non-judgmental in recounting this historic event but voice their theory that Egypt's President Nasser instigated the War to assure his people and other Arab neighbor states that Israel could not act as it pleased. Much coverage is given to the War's air attacks and ground warfare in Syria and Jordan. In a unique "Investigation" section the authors try to induce answers from the readers by posing pointed questions such as: "Whose fault was it? Why was there no peace? and "What did Israel's victory achieve?" (34-62). Relevant and riveting black and white illustrations with informative explanations. Bibliography, index. **RECOMMENDED**. (School Library Journal 36 (December 1990): 130. Times Educational Supplement (April 27, 1990): A38).

33.
Irving, Clifford. The Battle of Jerusalem: The Six-Day War of June 1967. Macmillan Battle books. New York: Macmillan Co., 1970. 88 pp.

The historian and author has produced a slim volume commencing with the event-filled day of June 5, 1967 (the first day of the Six-Day War) when the Israeli Air Force dealt a "death blow" to three hundred Egyptian jet fighters. The Israeli ground forces were destroying the Egyptian army on three battlefields at the same time. The Israelis had won and immediately occupied Arab territories including the Gaza Strip, West Bank and the entire Sinai Peninsula. Irving accurately records and personalizes the facts of the historic story of the War in which the Israeli military defeated the Arabs in six days from June 5 to June 11, 1967. He represents and embodies the Israeli position ideologically, militarily,

and personally. As a partisan, Irving lauds the brilliance of the Israelis as they launched this offensive against the Arabs. He clearly, strongly, aptly and openly states his positional views for young adults. He expounds that the Israelis "made history" not only in this exploit but in the War of Independence in 1948 as well as the following wars of the conflict which were all instigated by Arab leaders who fixed on one rallying cry, "Destroy Israel, the common enemy." (14). Irving also intensively investigates Arab hostilities and terrorist activities. Numerous illustrations and maps, bibliography, chronology (May 13-June 10, 1967), index. **RECOMMENDED.** (Jewish Book Annual 28 (1970-1971): 197. Kirkus Reviews 38 (March 1, 1970): 252. School Library Journal 95, no. 12 (December 15, 1970): 4383).

34.
Kosut, Hal. ed. Israel & the Arabs: The June 1967 War. Interim history. New York: Facts on File, 1968. 216 pp.

The historian has compiled and composed a verified, unbiased, disambiguous, anecdotal narrative covering the short-lived war fought in only six days in June 1967 between Israel, the United Arab Republic (UAR), Syria and Jordan. Although the Arabs contended they were winning the war, the Israelis scored a smashing victory in short order and obtained a vast amount of Arab territory. The monograph is filled with noteworthy data in a short essay format suitable for young adults interested in learning the fundamentals of this explosive war that the author claims illustrated to the world the determination, sagacity and brilliant fighting ability of the Israelis. Kosut's scope encompasses proceedings and events that led to the world history altering conflict including its aftermath with attendant problems faced by both sides. Kosut includes an in-depth discussion of the bitter and long-standing antagonisms including land disputes between cultures in the Middle East. The exposition continues with the problems and further divisions between these societies caused by Britain's Balfour Declaration of 1917, the emigration of Jews from Germany's Holocaust, and the declaration of the State of Israel in 1948. Kosut lucidly and fully details the epilogue of the 1967 war with a chronicle of the unsuccessful efforts, diplomatic maneuverings and numerous resolutions proposed by the United Nations General Assembly to end the Arab-Israeli conflict peacefully and ultimately. No bibliography, index. **RECOMMENDED.** (The Middle East Journal 32 (Summer 1978): 362-363).

Intifada, 1987-

35.
Bennis, Phyllis. From Stones to Statehood: The Palestinian Uprising. New York: Olive Branch Press, 1990. 135 pp.

Phyllis Bennis is the United Nations correspondent for the newspaper Frontline. The author spent ten weeks in Gaza and West Bank Arab villages during 1988 accompanied by photographer Neal Cassidy. The striking and stark black and white photographs on every page of this pictorial essay feature the terrible effects of the Intifada (children's uprising) of 1987 on Palestinian society. Bennis is entirely empathetic to the Palestinian Arabs and makes no effort to illustrate the Israeli stance. She agrees with the nationalistic objectives of the Palestinians which show in the photographs taken celebrating the first anniversary of the Intifada. Her main purpose is to allow the Palestinian victims of the uprising to tell the world their stories from their perspectives through her essays, photographs and interview section. The pictures taken during her journey, she asserts, "Point out the human victims but also their bright hopes for a life with dignity and freedom in their own independent state." (Foreword). Her focal point is to allow young adult readers to realize the human tragedy and victimization that the Arab-Israeli crisis has imposed on the Palestinian Arabs. Bennis contends that the results of the Intifada led the Palestinians to a beneficial understanding that their love of country is more than just the land but their country's people. Appendix of "Photo captions." No bibliography nor index. **RECOMMENDED**. (Library Journal 115 (November 1, 1990): 112. Middle East Journal 45 (Winter 1991): 158).

Jewish-Arab relations

36.
Bamberger, David. A Young Person's History of Israel. West Orange, N.J.: Behrman House, 1985. 150 pp.

The author and historian demonstrates his empathy for the Israeli people in this fluid, non-complicated elucidating account of their struggle for a homeland throughout the eras of their persecuted history. The author begins with the Biblical prophesy that the Jewish people belong in Palestine, their rightful home, and their struggles to accomplish this dream. He applauds Theodor Herzl's groundbreaking philosophy of Zionism that took root in the Middle East and changed the entire complexion of the region forever. Bamberger continues his treatise by explaining to young adults the indecisive

British Balfour Declaration of 1917, the creation of the democratic State of Israel in 1948 and the consequent determination of five Arab states to wage war on Israel. Bamberger targets these Arab nations as the prime instigators of the 1948 war. Bamberger discusses the Six-Day War which he claims was started by the Egyptian's aggressive actions and ended shortly with the so-called "miracle" of Israeli victory. In order to achieve their purposes, Bamberger asserts the Arabs invoke "the Big Lie" declaring, "Zionist Jews hate all other races, especially the Arabs." (132). He concedes and acknowledges that, "the Arabs who live in the West Bank lands have a right to a state of their own. Only when these Palestinians have a state can there be peace in the Middle East." (132). At the end of each chapter Bamberger includes a "Summary" and an emphasis on "Special topics." Plentiful illustrations, portraits and maps complement the text, no bibliography, index. (No book review available).

37.
David, Ron. Arabs & Israel for Beginners. Writers and Readers documentary comic book, vol. 62. New York: Writers and Readers, 1993. 210 pp.

Ron David has devised a very unorthodox work in which he debunks the so-called myths concerning the causes and effects of Arab-Israeli disaffection and the ensuing conflict. His version of the history of Arab-Israeli relations is entirely biased toward the Arabs with no concessions given to the Israelis. This book is intended for young adults who are learning Middle Eastern history. Despite writing in the street jargon and colloquialisms of the 1990s, David does present a thorough yet one-sided account with a range extending before recorded history and enfolding Moses, the Roman Empire, the golden age of Arab civilization, the Jewish Diaspora, Zionism, the Holocaust, the major wars fought between 1948-1982, and the Intifada. His teaching method is to ask headline rhetorical questions and then provide his answers in a comic book style layout. He talks of the myths perpetrated by the Israelis throughout the history of the conflict by stating that during the Sinai Campaign of 1956 "Israel hoodwinked much of the world into thinking that Egypt was the aggressor...while expelling thousands of Arabs who were citizens of Israel." (122). He calls the 1967 Six-Day War a "Turkey shoot" started by Israeli lies against the Egyptians to increase Israel's land holdings. He contends that Zionist terror groups established the pattern of terrorism adopted thirty years later by Yassar Arafat, a resilient and resourceful Arab who built the strong Palestine Liberation Organization. In his summary of the "real history of peace" David enumerates falsehoods and realities, "In 1982 Saudi Arabia, Iraq, Syria and Jordan all offered peace. Israel ignored them." (199). Many satirical maps and cartoons, bibliography, index.

(No book review available).

38.
Ellis, Harry B. Israel: One Land, Two Peoples. New York: Thomas Y. Crowell Co., 1972. 183 pp.

Harry B. Ellis, journalist, lecturer, author, and staff correspondent for The Christian Science Monitor is acknowledged as a well-versed observer of the Middle East. This general work of history for young people, as well as adults and educators tells the story of the Jews and Palestine, their promised land, from the time of Abraham in 2000 B.C. The author explains the veneration felt for this region not only by the Jews but also by the Christian and Moslem sects. Ellis asserts that a war as shattering as that between the Arabs and Israelis had to ultimately evolve from the problems and tensions rooted between two peoples who have a mutual devotion to the same piece of land. Ellis is honest in his statements and opinions although it is certain that his compassion lies with Israel. Ellis traces the foundations of the Arab and Israeli claims to Palestine. He recounts Jewish efforts to construct Palestine into a modern Israel while enduring the disruptions of the complex political, military, social and economic conditions that have existed between the Jews and Arabs through the ages. Ellis laments, "The tragedy is that two Semite people, not one, regard Palestine as their rightful home." (173). Black and white illustrations and maps pinpoint the key thoughts of the prose, bibliography, index. **RECOMMENDED**. (Christian Science Monitor (May 4, 1972): 114. New York Times Book Review (October 15, 1972): 8).

39.
Essrig, Harry and Abraham Segal. Israel Today. Rev. ed. New York: Union of American Hebrew Congregations, 1968. 312 pp.

Harry Essrig is a Rabbi and Abraham Segal is Director, Union of American Hebrew Congregations, Department of Teacher Education. The authors and historians have compiled a textbook for young adult students where youths can find information regarding the Jews' nomadic ancestors and the modern Israeli's ways as of this date of living and coping with the problems and pressures created by the Arab-Israeli crisis. The text depicts the democratic lifestyle of Israeli citizens in matters of education, culture, science, sports and the military. The co-authors very blatantly express biased judgments concerning the Arabs' outlook on circumstances and their actions before and during various wars of the conflict. They claim that the Jews did not forcibly expel Arab refugees after the 1948 War of Independence, but that they fled from their homes on their own. While discussing and, to a degree, reinterpreting the 1948 War of Independence and the 1967 Six-Day War the authors offer their zealous pro-Israeli opinions as to

"Why Israel Won." (284). In their belittling attitude they assert that the Arab governments were weak, dishonest, and overconfident. They further opine that the Arab soldiers had no real heart for fighting and simply quit. In contrast, they feel that the Jewish people resolved to build for the future by striving with patience, courage and faith. Chapter questions, suggested projects, marginal notes and mini-biographies add depth and interest. Bibliographical references, illustrations, maps and charts of Israeli daily life, index, glossary. **RECOMMENDED**. (Jewish Book Annual 24 (1965-1966): 160).

40.
Feinstein, Steve. Israel in Pictures. Rev. ed. Visual Geography. Minneapolis: Lerner Publications, 1989. 64 pp.

The author and photographer takes young adult readers on a pictorial tour of Israel. Feinstein's compilation of dramatic maps and photographs, some intensely colored, portray the history of the Middle East particularly Israel's importance and value to the region. The illustrations, as witnessed through Feinstein's lens and accompanying clearly stated explications, bring full force to the reader Israel's trials and triumphs, its land, faces and daily activities of its people. The author writes pedantically although his pictorial depictions make it apparent that he favors the Israelis without disrespecting the Arabs. Feinstein describes in text and vivid elucidating photographs the magnitude of the wars both sides engaged in from 1948's War of Independence up to the war in Lebanon in 1982. The photographs shine on the famous Arab and Israeli military and political figures of the era as well as the ordinary ethnically diverse population. Feinstein's personal pictorial analysis of Israel includes the Israeli Army and compulsory military training for women, resources, embattlements and national treasures. He humanely decries after personally observing and capturing the dilemma and appalling situation of the Palestinian Arab refugees, "It remains to be seen what, if any, solution can be worked out to create a homeland for the displaced Palestinian Arabs." (63). No bibliography, index included. **RECOMMENDED**. (School Library Journal 35, no. 4 (December 1988): 117).

41.
Harper, Paul. The Arab-Israeli Issue. Flashpoints. Vero Beach. Florida: Rourke Enterprises, 1987. 77 pp.

The historian has written a sensitive study of Arab-Israeli relations and the circumstances and effects that evolved around the incessant wars of the conflict highlighting those in 1948, 1956 and 1967. The author makes a conscious effort to remain neutral and immovable but does relate to the

plight of the Palestinians and Arab nations. The discourse, a worthwhile study aid and research tool for young adults, provides background particulars and insights into the rise of Arab and Israeli nationalism and the reasons for the failure of the Arabs, Israelis and world powers to resolve the ever-present issue of who in the Middle East really has sovereignty, control and authority over the Biblical land of Palestine. He delineates the details of the birth of the philosophy of Zionism founded by Theodor Herzl. Harper claims the casualties of Zionism were the Arabs, especially the peasants who were deprived of their rightful lands and livelihoods by the influx of thousands of Jewish immigrants during many decades. Harper deals with the Arabs' initial frustrations and despair which turned to unbridled anger that eventually resulted in the many fiercely fought wars of the endless conflict. In his look at the future of the Middle East Harper opinionizes that a solution to the conflict seems impossible. Yet, in his unswerving affirmation for the Arabs he states, "Palestinian nationalism has not been crushed but invigorated and strengthened by oppression." (67). Captioned photographs and analytical maps add interest to the well-researched text, appendix includes important documents, no bibliography, glossary, index. **RECOMMENDED**. (School Library Journal 33, no.11 (August 1987): 95. Times Educational Supplement (January 9, 1987): 27).

42.
Kimmens, Andrew W., ed. The Palestinian Problem. The Reference Shelf vol. 61, no. 1. New York: H.W. Wilson, 1989. 255 pp.

This compilation of essays by prominent professors, historians, lawyers, journalists and political scientists is intended to be read and used as a research tool by young adults who will benefit from the variant opinions expressed regarding the origins and progression of the Arab-Israeli conflict. The authors all display favoritism toward the Arabs' cause beginning with their condemnation of the Balfour Declaration of 1917 which resulted in a widening chasm between the Arabs and Israelis. The historical issues discussed in the essays are based on the authors' perceptions that the Palestinian Arabs have been victimized by the British support of Zionism and their failed partition plans for Palestine, by neighboring Arab countries, by the world powers, by the United Nations and by the ancient historical background leading to the modern tragedy of the Middle East. American journalist I.P. Stone in his article humanely sums up the entirety of the Arab-Israeli conflict as basically a "tragedy...the Palestine problem is simply, the struggle of two different peoples for the same strip of land...the Jews believe justice requires the recognition of Israel as a fact; for the Arabs, to recognize the fact is to acquiesce to the wrong done them by the conquest of Palestine." (212-213). Bibliography, no index. (No book

review available).

43.
Kubie, Nora Benjamin. Israel. Rev. ed., 3d ed. A First book. New York: Franklin Watts, 1978. 66 pp.

Historian and author Kubie has written an authoritative concise work as a general introduction for young children to become acquainted with the history, geography, culture and government of war-torn Israel. In this primer Kubie follows the progression of the Israelites in their struggles to survive through the centuries. Using elementary language and a simple, fluid, clear-cut, realistic explanatory style, the author brings to life for children the people and terrain of past and present day Israel. Kubie, in brief sketches or segments, examines the defensive forces, various languages, and educational systems of Israel. She offers a thorough description of kibbutz (settlement) life and the Palestinian refugee problem. Kubie goes on to cover the struggle of the Israelis during the four major wars fought with the Arabs as of this date. The author defends and sympathizes with their fight for survival as she tells children that the Arabs wanted to push the Jews into the sea. Although she does not relate the particulars of the wars, her generalizations provide a complete and pro-Israeli view of Arab aggressions and terrorist tactics to gain an advantage. She moralizes that the Arabs, Israelis and people worldwide can only work, hope, watch and wait for the peace that the Camp David Accords may finally achieve. Relevant and interesting black and white illustrations and maps, bibliography, index. **RECOMMENDED**. (Jewish Book Annual 39 (1981-1982): 205. School Library Journal 25, no. 4 (December 1978): 54).

44.
Kubie, Nora Benjamin. The Jews of Israel: History and Sources. New York: Behrman House, 1975. 128 pp.

Historian and author Kubie in this partial yet informative textbook examines Jewish ideals and national identity in relation to the State of Israel. Kubie describes and traces for children who take advantage of this educational instrument the Jews' early history dating back to the Diaspora (dispersion), the hope that Zionism afforded them, through the awesome Arab-Israeli conflict. The author details the Israelis' manner of living in collective settlements (kibbutzim), the formation of the Haganah (secret defense force) and Israel Air Force (IAF) for protection against the aggressive Palestinian Arabs. The historian allows her bias to show when she claims that Israel is a land without peace due to the bitterness and anger of the Palestinian refugees as well as those Arabs who remained in Israel. Kubie informs young readers that boys and girls in Israel must serve in the military before entering

higher education. An overview is presented of the four major wars of the conflict: the War of Independence (1948), the Sinai War (1956), the influential Six-Day War (1967) and the Yom Kippur War (1973). The author humanely reflects upon the innocence of the younger generation of Arab children whom she feels have been affected by their societal circumstances which lead inevitably to future grievances against the State of Israel. Captioned illustrations, maps, bibliographical references, appendix of sources including children's poetry and interviews, important political speeches and parts of official documents, index. **RECOMMENDED**. (Jewish Book Annual 34 (1976-1977): 145).

45.
Little, Tom. The Arab World in the 20th Century. Young Historian books. New York: John Day Co., 1972. 128 pp.

The author and journalist has been a regular reporter of the Middle Eastern scene since World War II. He has witnessed firsthand many of the significant events of the Arab-Israeli conflict described in this work. Young adults (young historians) who want to derive a basic understanding of the ongoing historical episodes or have questions about the crisis will find answers in the short summaries provided in this primer which can also act as a teaching publication. It soon becomes evident that Little, although factually honest, has committed his study toward the cause of the Arabs. He concentrates on their early history including the creation of the Arab nation-states after World War II, their struggle for independence in the twentieth century, their "ways of life" and the position, as of this writing, of the Arab nations during the ongoing and constant Arab-Israeli conflict. Little does not catalogue the progress of events during the War of Independence in 1948 but deals mainly with its outcome and its affect on the Palestinian Arabs who "lost their land, property, and possessions in the 1948 war with Israel." (94). Little proceeds to relate the reasons for the Six-Day War of 1967 that consummated with the Israeli occupation of major portions of Arab territories leaving, yet again, the Palestinian Arabs in "despair." Little contends that the Palestinians are now "an embittered and politically lonely people." (104). Appendix consists of "List of Important Dates," bibliography, illustrations and maps, index. **RECOMMENDED**. (Jewish Book Annual 31 (1973-1974): 159. Library Journal 19 (November 15, 1972): 3814. Times Literary Supplement (April 28, 1972): 479).

46.
McKinley, Webb. Trouble in the Middle East. New York: Franklin Watts, 1972. 202 pp.

The historian has produced a non-committal, informative historiography for young adult users based on the premise that today's Middle East conflagration has its problematic roots entrenched in the ancient past. This intelligently written and well-researched recounting emphasizes the multitude of causes and tribulations of the twentieth century struggle. McKinley informs that Israeli independence in 1948 tended to accelerate and heighten a situation that was constantly being inflamed over the centuries. It was played out in small skirmishes and rebellions which finally climaxed in full-scale aggressive actions instigated by the Arabs in the 1948 War of Independence. McKinley commiserates with the Palestinian Arabs who became refugees when the war resulted in a victory for the Jews and a diaspora for the Arabs. McKinley undertakes to explain the significance, without embellishing the facts, of the Suez-Sinai War of 1956 and its Israeli victory which foreshadowed the 1967 Six-Day War that redrew the entire map of the Middle East and humiliated the Arabs who lost this war at such great cost. The author fears further escalation of the conflict by extremists, terrorists and guerrillas. He dreads the danger of intervention by the superpowers, United States and Soviet Union, in the contemporary affairs of the Middle East. McKinley advises that peace plans would work if the Arabs and Israelis take small steps in the quest for a just and lasting harmony. Outstanding black and white illustrations and maps, no bibliography, index. (No book review available).

47.
Regan, Geoffrey. Israel and the Arabs. A Cambridge Topic book. Minneapolis, Minn.: Lerner Publications, 1986. 51 pp.

Historian and author Regan has created for young adults a readable summary of the destructive Arab-Israeli conflict and a testimony of their strained relations from 1915 to 1982. Regan traces for uninitiated readers a synopsis of events that influenced and determined the start of the awesome conflict such as British rule in Palestine, the deadly impact of the Balfour Declaration of 1917 and the institution of the State of Israel in 1948. Regan is blatantly pro-Arab and directs responsibility for the 1956 Suez (Sinai) War squarely on Israel. The author relates incidents leading to the Six-Day War against Egypt in 1967. This war was fought and won by the Israelis in six days and ended in a spectacular victory whereby Israel confiscated and occupied much Arab land. Regan describes and concedes that the Yom Kippur War of 1973 was knowingly instigated by Egyptian President Anwar Sadat who wanted to surprise the Israelis, crush their myth of

invincibility and achieve the backing of the world powers to force Israel to sign a peace agreement. The unpopular Lebanon War of 1982, the author again triumphantly proclaims, was instigated by the government of Israel to break the power of the Palestine Liberation Organization and its chairman Yassar Arafat. Regan ends his short opinionized tract by stating that an acceptable plan in the frustrating search for peace must be found. Many charts, illustrations and sketches of important persons are woven in with the text. Maps of critical areas involved in the wars, no bibliography, key events and dates noted at the end of each chapter, Timeline (1915 to 1982), index. (No book review available).

Children and war

General works

48.
Abodaher, David J. Youth in the Middle East: Voices of Despair. New York: Franklin Watts, 1990. 111 pp.

The author has written several historical publications concerning the Arab world and Israel specifically suited for young adults. In this objective, easily understandable, sympathetic, analytical case study/treatise the historian enlightens his readership by undertaking the topic of the Arab-Israeli conflict mainly in terms of the suffering of young people caught in its cross fire. He interprets its effect on their minds, psyches, spirits and well-being. Abodaher fairly assesses both the Palestinian Arab and Israeli children and teenagers' opinions, reactions and nationalistic ideologies derived from his many trips to Israel and Egypt where he personally observed and conversed with the youth. His own findings confirm previous studies undertaken which relate that the youngsters' normal outward appearance belies their inner feelings of anxiety, fear and apprehension during wartime. He is concerned that there will no improvement in the lives of Middle Eastern youngsters who are innocently involved in a conflict not of their own making or choosing if the United Nations and the United States do not take steps to install a lasting peace. He compassionately suggests the establishment of a separate nation for the Palestinian Arabs where their children can live in a stable environment without threat and fear. Grim illustrations reinforce the manner in which children and teenagers face the everyday violence and terror, maps, bibliography, index. **RECOMMENDED**. (Booklist 87, no. 10 (January 15, 1991): 1050. School Library Journal 36, no. 10 (October 1990): 145-146).

49.
Ashabranner, Brent. Gavriel and Jemal: Two Boys of Jerusalem. New York: Dodd, Mead & Co., 1984. 94 pp.

Ashabranner, as historian and narrator, explains the weekly routine of two boys, one living in the Arab sector, the other in the Jewish sector of the divided Old City of Jerusalem. In his objective, moving and thought provoking pictorial essay the author describes the lives of Gavriel, a twelve year old Israeli Jew and Jemal, a fourteen year old Palestinian Arab, who lives only a mile away. The author points out the parallels in their loving family life, education, and after school activities even though the boys are of different ethnic and religious backgrounds and are parted by longstanding hate, fear, prejudice and violence not of their own making or choosing. No previous historical knowledge is needed to understand or appreciate the message contained in this humane work in order to relate to the activities and aspirations of Gavriel and Jemal. Ashabranner briefly and factually recounts the origins of the Arab-Israeli conflict to inform his young readers as to why these two adolescent boys who might have been the best of friends will never be afforded that pleasure. The boys do not realize their future importance in the crisis as the author moralizes, "It is they and other young Palestinians and Israelis like them who someday must solve it." (91). Attractive, relevant and memorable black and white photographs accompany and highlight the text. Subject/author index included. **RECOMMENDED**. (Childhood Education 61, no. 5 (May/June 1985): 398. The Horn Book Magazine 61, no. 2 (March/April 1985): 193. Jewish Book Annual 43 (1985-1986): 236. Social Education 49, no. 4 (April 1985): 324).

50.
Zim, Jacob, ed. My Shalom, My Peace: Paintings and Poems by Jewish and Arab Children. "n.p." American Israel Pub. Co. and Sinai Israel, 1975. 96 pp.

This evocative and compelling compilation presents genuine expressions by Palestinian and Israeli children and teenagers longing for an elusive peace in the Middle East. The haunting verses and artwork, some written in the original Hebrew or Arabic then translated into English for English speaking schoolchildren, were entered in contests in Israel in 1974. Zim has culled, with deep compassion, only a few that express these innocent young victims' sincerity and honesty in their hopes and dreams for peace not only in the war ravaged Middle East but throughout the world. This heartfelt work, seemingly naive and abstract in the youngsters' concept of peace, presents a dramatic quality not usually seen in an historical narrative. Both the Arab and Israeli youngsters have lived through the everyday devastation rendered by

the Arab-Israeli conflict. They have directly experienced its impact on their young lives as they slept in fallout shelters, heard blaring alarms and sirens, witnessed hatred, violence and death and felt the effects of the conflict's destructive forces permeating their lives, souls and psyches. The children's hatred of the endless war and their hopes for a never experienced peace are exhibited as they reach out for the day they can live together without warfare. Tali Shurek, Israeli, age 13 writes, "I had a paintbox...I sat down and painted peace." (11). Each page contains a vibrantly colored painting, appendix of artists. **RECOMMENDED**. (Kirkus Reviews 43 (September 1, 1975): 1002. School Library Journal 22, no. 6 (February 1976): 50. Teacher 94, no. 8 (April 1977): 36).

Israelis

51.
Braverman, Libbie L. Children of Freedom. New York: Bloch Publishing Co., 1953. 128 pp.

Braverman, historian and author, has based her treatise on the circumstances that led to the Arab-Israeli conflict. The author finds that in order to achieve her purpose of better communication with her pre-adolescent audience, she employs fictional characters within a reality-based historical study. The children do not need a background in Middle Eastern history or the ongoing conflict as the historian provides a chronicle of the Biblical beginnings of the Jews dating from Moses up to the time of this writing. The modern story of Daniel and his family (the main characters) takes the reader from their flight after the Holocaust to the holy land of Eretz Yisrael (Israel) and their settlement in a small town. She endeavors to explain the United Nations' Partition Plan which divided Palestine into an Arab and Israeli territory that was accepted by the Jews but not by the Arabs. In 1948 the War of Independence was a precursor to the interminable Arab-Israeli conflict which dominated and became part of Daniel's existence. It is evident that the author feels and depicts a distinct bias and stereotypical attitude against the Arabs whom she proclaims have not learned much about the art of warfare over the thousands of years of their history and are tyrants and aggressors seeking to destroy the Israelis. But she notes that the Israelis used the knowledge derived from their Bible to outwit and trap their enemies. Significant explanatory illustrations, no bibliography nor index, glossary of words-people-places. (No book review available).

52.
Kovner, Abba, ed. Childhood Under Fire: Stories, Poems and Drawings, by Children, During the Six-Days War. Tel Aviv, Israel: Sifriat Poalim, 1968. 96 pp.

This compendium of drawings, letters, diary entries, poetry and stories is the outpouring of Israeli children and teenagers living in kibbutzim (settlements) during the Six-Day War of 1967. The thoughtful collection, translated from Hebrew, is intended to have a special appeal for young children worldwide to comprehend, relate and identify with the attitudes, anguishes and hopes of their peers in the Middle East and their manner and mode of surviving the harsh realities of a bitterly entrapped life. The Israeli children were impressed and affected, in particular, by the magnitude and force of the Six-Day War although they had experienced and survived many battles. To keep the Israeli children from becoming depressed, frightened or anxious they were encouraged by kibbuztim teachers to express their innermost feelings as creatively as they desired. The results showcased in this striking work exemplify their hatred of war, their love of life and all humankind, and their hopes and tremendous desire for victory and peace. Their "childhood under fire" since infancy in the Middle Eastern battlefield has produced a future generation of courageous boys and girls who appear, as portrayed through their impressionistic art forms, not powerless, lost or confused. The children sum up their hopes for an Arab-Israeli peace by wishing to see the two peoples like "two flowers of flame." (95). No bibliography nor index. (No book review available).

Palestinian Arabs

53.
Boulatta, Kamal. Faithful Witnesses: Palestinian Children Recreate Their World. New York: Olive Branch Press, 1990. 119 pp.

This pictorial work by the Palestinian Arab author and compiler enfolds Palestinian young children's and teenager's art. These youngsters live in the occupied territories of the West Bank and Gaza Strip. The collection represents their impressions after the Intifada of 1987 of themes ranging from military brutality in the streets to hopes of peace and the equal sharing of Israel. These meaningful full-color and black and white paintings are meant to impress young adults world wide with an understanding of the terror and pain inflicted on refugee children due to the horrifying consequences of the Arab-Israeli conflict. The honest pictures are accompanied by explanatory trilingual captions in English, Arabic and French

spaced in parallel columns. The children were encouraged to express their inner emotions, dreams, nightmares and judgments in art forms by their teachers and parents. Boulatta specifically chose the watercolor and crayon drawings he felt explore three spheres of Palestinian reality. The first group expresses the traditional pastoral life; the second group reflects the experiences of everyday existence under occupation; the third group maintains the children's faith in a dream that envisions a peace they have never experienced. Boulatta hopes to change the world's impression of Palestinian children from stones and slingshots to one of paints and crayons. No bibliography, index included. (No book review available).

54.
Menjo, Tilji. Tears from Palestinian Children to God. 2d ed. Washington, D.C.: Palestinian Information Office, P.L.O., 1980. 123 pp.

Tilji Menjo, a loyal Palestinian, has compiled a tear-wrenching work containing a series of letters and drawings supposedly sent by Palestinian children to God during the Arab-Israeli crisis. Within these blatantly biased communications it is obviously Menjo's own relating of feelings and thoughts which he attributes to the children. As a sympathizer, the author questions the fact that the problem of the Palestinian Arab refugees has not been solved as yet. He dedicates this volume to the Palestinian people, especially the youngsters he feels have been victimized by atrocities and violations of human rights. The fictional letters signed only "Palestinian child" are embellished lamentations mouthing truths as perceived by the author. Menjo has strategically used these letters, some accompanied by artwork, as a vehicle to accentuate political and personal viewpoints regarding his stereotypical evaluation of Israel as an aggressive and destructive nation wreaking havoc on innocent Palestinian children. These letters, Menjo claims, come from tent camps, the occupied territory, and from children's graves. Even a one month old dead baby questions, "What mistake did I ever do to miss a chance of seeing the world?" (81). The crude crayon drawings grimly depict tanks, grenades, barbed wire and caskets. A letter plaintively pleads, "Dear God, please stop the war. Yours, Palestinian child." (27). No bibliography nor index. (No book review available).

Israel-Arab conflicts - Personal narratives

General works

55.
Dolphin, Laurie. Neve Shalom=Wahat al-Salam. New York: Scholastic Press, 1992. 48 pp.

Historian and author Dolphin has created a moving non-partisan spiritualistic work for young children that showcases the relationship between two ten year old Israeli boys, Shlomo Frankin, a Jew, and Muhammad Jabar, an Arab Moslem. Although perceived throughout Middle Eastern history that Jews and Arabs live in hatred and fear of each other, these boys have become friends while attending an unusual, special and successful experimental bilingual, bi-cultural school in the village of Neve Shalom/Wahat al-Salam (Oasis of Peace). It is a unique cooperative community near Jerusalem where Jews and Arabs live together and promote peace through cultural understanding. Dolphin describes the efforts of the twenty families who live in the village and instituted the school to overcome historical, political, ideological, religious, and racial prejudices and to provide opportunity for children to learn respect for the beliefs of others. The author briefly describes the featured boys' backgrounds, customs and daily lives that are strikingly similar. Muhammad and Shlomo play sports together and learn about each other's culture, language and unique history while at the school and also after school as they visit each other's home. No prior basic Middle Eastern knowledge is required as Dolphin provides background information about Israel's past events, the diversity of its land and people and a short history of the causes and effects of the Arab-Israeli conflict. Vibrant full-color photographs of the boys, the school and environs are integrated into the straightforward text. Appendix (Hebrew/Arabic Language Comparison), glossary, no bibliography nor index. **RECOMMENDED**. (Booklist 89, no. 10 (January 15, 1993): 912. Kirkus Reviews 61, no. 3 (February 1, 1993): 145. School Library Journal 39 (March 1993): 206).

Israelis

56.
Grossman, David. The Yellow Wind. New York: Dell Publishing Co., 1988. 216 pp.

Grossman, an Israeli novelist and reporter, was assigned by his newsweekly to investigate the life of the Palestinian Arabs in the occupied West Bank. During his 1987 seven-week journey to this contested Middle Eastern area he decided not to interview Jewish or Arab politicians and officials. He wanted to meet and talk with ordinary Palestinian inhabitants as well as Arab terrorists as he visited schools, homes, workplaces, courtrooms, and refugee camps trying to understand the people who hate him and his country. In this collection of reflective essays translated from Hebrew, the author honestly and without bias imparts to young adult readers that both the Israeli occupiers (whom he questioned) and the occupied Arabs

suffer the same disastrous backlash resulting from the Arab-Israeli conflict. He feels the hostilities of the Israelis and Arabs that are intermingled with suspicion and fear are reciprocal and offer fertile ground for the seeds of future disaster. The occupation appears to Grossman to be a continuing and stubborn test for the Arabs and Israelis trapped in it. As a final solution, an old Arab told him, a hot and terrible east wind, the Yellow Wind (rih asfar), will come from the gate of Hell as it has every few generations and exterminate those who have performed cruel and unjust acts. No bibliography nor index. **RECOMMENDED**. (Choice 26, no. 3 (November 1989): 448. Library Journal 114, no. 1 (January 1989): 43. New Yorker 64 (December 19, 1988): 81. New York Times Book Review 94 (June 4, 1989): 14).

57.
Gur, General Motta. Azeet: Paratrooper Dog. Nashville: Thomas Nelson, 1972. 131 pp.

Author Gur was an Israeli officer in a paratrooper unit during several wars of the Arab-Israeli conflict. In this compilation of six short stories, patterned especially for young children, Gur has fictionalized the actual events, exploits, experiences and adventures of Azeet, an extraordinary German shepherd, who from 1948 to 1967 was attached to an Israeli paratrooper unit patrolling Israel's border settlements to protect them from Palestinian Arab terrorists. Azeet was known for her well-developed senses, tracking and stalking abilities. Azeet joined the tough Israeli paratrooper unit to become Paratrooper Number One. She was outfitted with a knife, water canteen, matches and medicine. Gur describes Azeet's rescue of lost soldiers in the desert, her part in an amphibious commando raid on the Egyptian fleet, and a spy mission on a Syrian outpost on the snowy heights of Mount Hermon. The General, as author, portrays the Arabs stereotypically as aggressive, naive and cowardly and is disdainful of their ignorance of fighting techniques. Gur relates that the Arabs were unaware of Azeet's presence when she sniffed out the base being built to launch missiles aimed at Israeli settlements. The stoutheartedness, bravery and heroism of the Israeli army as well as Azeet's are captured in the descriptive action-filled stories. No bibliography nor index. **RECOMMENDED**. (Kirkus Reviews 40, no. 24 (September 1, 1972): 1026. Library Journal 97, no. 22 (December 15, 1972): 4078).

58.
Morris, Ann. When Will the Fighting Stop?: A Child's View of Jerusalem. New York: Atheneum, 1990. 64 pp.

This pictorial essay is a contemporary story of Jerusalem, its ethnically diverse inhabitants and indigenous

political problems as seen over a span of a few days by Mishkin, a young fourth-generation Israeli Jew who lives in the Old City. The photographs and running narration follow Mishkin through the various sections of Jerusalem as he wanders, plays and observes his ancestral city that is also home to a variety of other cultures and religions. While impartially chronicling Mishkin's adventures Morris, as historian and narrator, conveys to her audience of youngsters the bewilderment of the children of this city caught in the morass of the Arab-Israeli conflict. The streets and rooftops are Mishkin's playground where he views a city filled each day with pilgrims, tourists, ordinary merchants and artisans who contrast sharply with the everpresent soldiers and surrounding barbed wire. The author emphasizes Mishkin's current loneliness and despair because he cannot play anymore with his Arab friend Ayla whose father forbids it and he wonders about this. Morris treats the Arabs that Mishkin meets on his sojourn through the embattled city with mixed feelings of empathy and sorrow. The conflict situation is depicted and exemplified through the eyes and emotions of a Jewish child who can have satisfying experiences but also feels frightened, bewildered and overwhelmed by the everpresent tensions of war. As Mishkin muses, he wonders "When will the fighting stop?" Muted black and white photographs capture the scenes of Jerusalem and the varied faces that Mishkin encounters. Chronological appendix (Important dates and events in the history of Jerusalem, 1000 B.C.-1967). No bibliography nor index. **RECOMMENDED**. (The Horn Book Guide 1, no. 2 (January-June 1990): 319. Jewish Book Annual 48 (1990-1991) 252. KIrkus Reviews 58, no. 6 (March 15, 1990): 428. Publishers Weekly 237, no. 17 (April 27, 1990): 63. School Library Journal 36, no. 9 (September 1990): 243).

59.
Shteiner, Puah. Forever My Jerusalem: A Personal Account of the Siege and Surrender of Jerusalem's Old City in 1948. Spring Valley, New York: Feldheim Publishers, 1987. 271 pp.

The Israeli author has written a first-person narrative reflection of her life in the Jewish Quarter of the Old City of Jerusalem from the age of four until seven years old. She and her family were forced to evacuate in May 1948, when the Jewish Quarter fell during the War of Independence. This tragic happening left a lasting impression on Shteiner's soul and psyche. As a cathartic exercise she decided to chronicle this impressionable part of her youth in a book which has been transliterated into English from the original Hebrew. Shteiner's chief stratagem is to interest young children in the period of Middle Eastern history that served as entry point to the Arab-Israeli conflict and the resulting awesome events as witnessed through the eyes of a young child. Her story is told on two levels: a personal tale of

courage and hope as well as a parable of the rebirth of Jerusalem's Old City. She recalls that Jerusalem was torn into two distinct sections in 1948 and that she, her family and friends were ousted from the terrifying tumultuous sacred city after it surrendered to the Arabs. She impresses on readers the harsh times of barely surviving in a refugee camp set up for women and children by the Arab invaders. She speaks of the nineteen years of danger and deprivation she experienced until the first day of the Six-Day War, and eventual liberation. Although she endured a bitter nightmarish existence for years she forgives the Arabs and remembers the prayer of her people, "And to Jerusalem, your city, return in compassion." 262). No bibliography nor index, glossary. **RECOMMENDED**. (Jewish Book Annual 45 (1987-1988): 236-237).

Journalists

60.
Winternitz, Helen. A Season of Stones: Living in a Palestinian Village. New York: Atlantic Monthly Press, 1991. 303 pp.

Winternitz, as journalist, spent a year living in the West Bank Palestinian village of Nahalin following the December 1987 Intifada (children's uprising). Her narrative is not meant to be a scholarly, political or historical text but one that can be valued by young adults for its intrinsic content that introduces them to the everyday life, culture and cares of people living under the strain of the Arab-Israeli conflict. Winternitz's prime intent is to make clear the suppressed longstanding anger and stresses inflicted upon Palestinian Arab youngsters that erupted into the Intifada. Her main focus plumbs the culture and humanity of a typical Palestinian Arab community. The inquiring open-minded yet sympathetic journalist wanted to obtain the actual feeling and first-hand experience of this remote village that has not changed since Christ. The peasant life of the community was disrupted and badly altered during and after the Intifada as many journalists and soldiers intruded and rampaged through damaging the landscape and fortunes of the people forever. The results of the Intifada were to leave several of the villagers dead or wounded and the entire population devastated by anger, despair, a sense of loss and utter defeat. Connections were being stripped away--their children, houses, land and olive trees. No bibliography nor index, glossary of Arabic terms. **RECOMMENDED**. (Library Journal 116, no. 19 (November 15, 1991): 96-97. Middle East Journal 46, no. 2 (Spring 1992): 340. (Women's Review of Books 9, no. 7 (April 1992): 15-16).

Palestinian Arabs

61.
Noble, Iris. Mahmud's Story: The Journal of a Palestinian Refugee. New York: Julian Messner, 1976. 191 pp.

Iris Noble is a children's author noted for biographies and fictional works. This personal narrative as told through Noble's vision popularizes and embellishes upon the true-life account of Mahmud, a young Palestinian refugee boy the author met and interviewed. Noble, recounting the boy's story in the form of journal entries, has built upon, added dialogue to and dramatized some incidents. The diary records Mahmud's life growing up on the fringes of a refugee camp in the West Bank. The diarist's daily entries take the reader from age ten until he travels to America to fulfill his dream of becoming a college student. Mahmud records his reactions to and growing understanding of the social, economic and military ramifications of the Middle Eastern conflict. The entries reflect his family's personal suffering and embitterment as a result of their refugee status in 1948. He witnesses their home in Israel overtaken during the Six-Day War, his mother dying of cancer because they could not afford a doctor, and his once respected family reduced to rations. Within this empathetic work Noble has interwoven many facts about Arab culture, family life, and political events. Mahmud's final entry in his diary reveals that he has come to terms with the situation. He writes, "I don't think anything matters as long as one Jewish Palestinian and one Arab Palestinian can be friends and want the same kind of Palestine." (185). Bibliography, index. **RECOMMENDED**. (Booklist 73 (September 1, 1976): 41. Kirkus Reviews 44 (March 15, 1976): 334. Journal of Reading 21, no. 5 (February 1978): 469).

62.
Said, Edward W. After the Last Sky: Palestinian Lives. New York: Pantheon Books, 1986. 174 pp.

The compiler of this pictorial work is an English and literature professor and a well-known Palestinian Arab advocate and prolific author born in Jerusalem. The theme of this composition is based upon Said's understanding of and sympathy for the Palestinian Arabs' transitory state of impermanence and role as mere political pawns in the crisis of the Middle East. Said wants young adults to relate to and acknowledge Palestinian Arabs as unpretentious real people who work, pray, raise children, and perform daily activities while surrounded by the ever-present brutal conditons of the Arab-Israeli conflict. Said feels young readers should remember that despite the circumstance of exile, the Palestinian people do exist and will survive. His photographs and brief narrations portray their existence as they suffer the indignities

of Israeli domination in the West Bank and Gaza Strip. The author's aim is to make people of all countries and ethnic groups cognizant of the full history of the Palestinians and the outrages they have suffered. Said traces the psychology of his people through portraits that depict the isolation and sadness of the refugees who have been denied their individual identities in their struggle for survival. Black and white illustrations reflect daily life. No bibliography nor index. Postscript (The Fall of Beirut). **RECOMMENDED**. (Library Journal 111, no. 20 (December 1986): 127. Nation 243, no. 22 (December 27, 1986): 738. Village Voice 32 (January 6, 1987): 49).

Interviews

General works

63.
Levine, Gemma. We Live in Israel. A Living Here book. New York: Bookwright Press, 1983. 64 pp.

The author and historian has written a work that presents a collection of first-person interviews. Levine has specifically devised her book to suit the interest and comprehension level of young children who may derive an insight into the nature and quality of life of the people inhabiting Israel during the Arab-Israeli roil. The interviewed Arabs, Jews and Christians are either natives or have come from all over the world to reside in Israel's kibbutzim (settlements), cities and desert. The twenty-eight human interest stories comprise a university student, kibbutznik, Arab refugee, soldier, rabbi, nurse, Youth Corps female member, taxi driver, politician, and university professor among other residents. The brief one-page narratives include the person's thoughts on the economy, the ongoing conflict, women's issues, religious and cultural differences, and living conditions in refugee camps or in the city. Levine does not discriminate, judge or display favoritism as she interviews Israelis and Palestinian Arabs with impartiality, genuine interest and kindness. After interviewing Israel's "real" people, Levine discovered that above all else their spirit remains intact as they all seek the elusive peace. Illustrations of each subject and his/her environment are integrated with the interview. No bibliography, appendix (Israel fact sheet), glossary, index. **RECOMMENDED**. (Booklist 80, no. 1 (January 1, 1984): 747. School Library Journal 30, no. 6 (February 1984): 68).

64.
Mozeson, I.E. and Lois Stavsky. Jerusalem Mosaic: Young Voices from the Holy City. New York: Four Winds Press, 1994. 160 pp.

During the summers of 1992 and 1993 the American journalists, interviewers and authors gathered monologues from a microcosm of right-wing and left-wing teenagers living in Jerusalem. The thirty-six most eloquent are arranged alphabetically by first name and age to personalize the young people and appeal to adolescent readers. Their multi-faceted conversations were evinced from teens of both sexes they met at random in neighborhoods, on the main pedestrian mall, in kibbutzim and at parks where Arab and Jewish youngsters gather. The young people reflect the candid, diverse and fresh ideas of Ethiopians, Muslims, Christian Arabs, Armenians and Jewish immigrants. The journalists wanted a cross section "mosaic" of the Biblical city of Jerusalem built on the foundation of this modern generation's own words about their loves, hates, fears, military service, schools, communities and frustrated hopes for a better peaceful future. The young adults, a mixture of ethnic groups and nationalities, air their differing familial, political and religious ideas within the framework and atmosphere of the Arab-Israeli crisis. The interviewers balance but do not analyze the teens' attitudes. They hope that each reader may find one youngster with which to identify and relate. Mozeson and Stavsky state their express purpose was to compose a testament that "presents the various textures of ancient Jerusalem in a modern mosaic." (10). Photographs reflect the substance and personalties of the subjects, appendix (Profiles of Interviewees), Timeline (Jerusalem milestones/1900 B.C. to the present), bibliography, glossary, index. **RECOMMENDED**. (Booklist 91, no. 7 (December 1, 1994): 661-662. Kirkus Reviews 62, no. 22 (November 15, 1994): 1540. School Library Journal 41, no. 1 (January 1995): 142. Social Education 59, no. 4 (April 1995): 214).

Israelis

65.
Sichrovsky, Peter. Abraham's Children: Israel's Young Generation. 1st American ed. New York: Pantheon Books, 1991. 197 pp.

The author and correspondent is an Austrian Jew who has compiled timely interviews with twenty-six of Israel's younger generation of Arabs and Jews. In this biographical collection Sichrovsky has intentionally chosen a cross section of Israel's young contemporary culturally diverse society who unhesitatingly offer their thought provoking provocative opinions. This work has been translated from the German for

English speaking young adults who may require some advance knowledge of Middle Eastern affairs and the Arab-Israeli conflict in particular to achieve the value of this compendium. Sichrovsky wants young adults in other countries to achieve a better insight into Israel's culture, problems and achievements as perceived through his young subjects' lives, feelings and concepts. Sichrovsky does not offer any personal judgments nor does he allow himself to comment on any point voiced by the youth. The author spoke with Israeli immigrants, sabras (native born Israelis), children of Holocaust survivors and emigrees from Arab countries. Most believe that Israel is their rightful country won for them with Jewish lives. They feel that no part of it should ever be given away although compromise with the Arabs may be feasible. Some were concerned with the political situation, economic problems and external threats to the nation. Others hate the Arabs such as Dinah who also fears them. Ilona, who emigrated from Russia, says, "I never want to leave here. Israel is a miracle." (49). No bibliography nor index. **RECOMMENDED**. (Booklist 88, no. 5 (November 1, 1991) 492, 500. Library Journal 116, no. 18 (November 1, 1991): 120. New York Times 97 1992): 18).

66.
Hayisra'eli, Amram et al., eds. The Seventh Day: Soldiers Talk About the Six-Day War. London: Andre Deutsch, 1970. 247 pp.

This is a collection of recorded and edited interviews, translated from Hebrew, by fifteen kibbutz members who constitute the Editorial Board. The conversations were conducted with groups of young male and female Israeli kibbutz (settlement) members after they had experienced their initial fighting in the 1967 Six-Day War. The thirty discussions commenced in the summer of 1967 with one hundred and forty young soldiers. The participants spoke of personal frightening and traumatic incidents as they witnessed the terrible revelations of war and its realities. The compilation is designed especially for young adults to comprehend "the nature of Israel and its youth, its moral achievements and its problems." (12). The editors/interviewers wanted the soldiers to open a dialogue and talk with them and each other from the heart. Their method was to spark a question that would develop into a many-sided conversation consisting of memories, emotions and reactions rather than centering on the war's strategy, tactics, or action. The soldiers all felt the Arab-Israeli conflict started with and was being carried on by the Arab hierarchy not the Arab people who are caught in the madness of war. The discussion sessions touched on various contemporary topics as well as the generation gap and the despair felt for their parents who had to flee homelands in Europe without being able to fight for their rights, status and land. No bibliography nor index. (No book review available).

Biography

Military leadership

Israelis

67.
Amdur, Richard. Moshe Dayan. World Leaders Past and Present. New York: Chelsea House, 1989. 111 pp.

Richard Amdur is a writer and editor who spent more than a year living and working on an Israeli kibbutz. His admirable, non-popularized, respectful biography of Moshe Dayan (1915-1981) is written for young adults to introduce them to an independent free-thinker who was a fearless Israeli soldier and fair spirited statesman. Rising through the Israeli army ranks, Amdur explains, Dayan became a commando leader as well as a strategist whose courage and unfaltering purpose served as an inspiration. Dayan was an idealist who, throughout his lifetime, attempted and succeeded in reestablishing Jewish sovereignty in the Holy Land. He fought valiantly in 1948 during the War of Independence and was an heroic leader during the 1956 Suez War. During 1967 he was the architect and mastermind of Israel's successful Six-Day War. His diplomacy earned him the post of Israel's Foreign Minister. Dayan played an important role in the 1979 Israeli-Egyptian peace treaty negotiations at Camp David. Amdur's approach is non-partisan toward the Arabs as he reflects chiefly on Dayan's triumphs on the battlefield as well as his yearnings, ambitions and faith. Amdur pictures Dayan as both pragmatist and visionary who drew people to him with his personality, valor and dedication to Israel's hope for a peaceful relationship with the Arab world. Abundantly illustrated, bibliography, appendix (Chronology, May 4, 1915-October 16, 1981), index. (No book review available).

68.
Berkman, Ted. Cast a Giant Shadow: The Story of Mickey Marcus Who Died to Save Jerusalem. New York: Doubleday, 1962. 321 pp.

The author and historian has written a truthful accounting of the life of American David (Mickey) Marcus (1902-1948) one of the most courageous soldiers who fought for Israel during the 1948 War of Independence. In order to portray an historically accurate version of this heroic Israeli general's life Berkman's research involved personal interviews, a step-by-step retracing of 1948 battlefields in Israel and a visit to Normandy. The young adult audience will be enlightened and entertained by the vivid, exciting portrayal of true patriotism of an average dedicated man. Marcus was born in

Brooklyn to immigrant parents yet he extricated himself and became a West Pointer. He felt the need of Nazi Holocaust survivors for a permanent home in Palestine. He combined physical and emotional stamina in his heroism under fire as he commanded Israel's central fronts. Marcus was shot and killed during the 1948 War of Independence by an Israeli sentry who did not recognize him and, therefore, did not live to see the birth of the State of Israel. Mickey Marcus emerges believable and unforgettable as Berkman reconstructs the facts of this legendary real-life figure who played an essential and vital role for Israel during the commencement of the Arab-Israeli conflict. The biographer does not offer any opinions about the Arabs using them only as background figures while centering on Marcus' exploits. Black and white illustrations and portraits, bibliography, no index. **RECOMMENDED**. (Jewish Book Annual 25 (1967-1968): 290. Kirkus Reviews 30 (June 1, 1962): 498-499. New York Times Book Review (November 25, 1962): 65).

69.
Braverman, Libbie L. and Rabbi Samuel M. Silver. The Six-Day Warriors: An Introduction to Those Who Gave Israel Its Vigor and Its Victories. New York: Bloch Publishing, 1969. 165 pp.

The authors and historians have formulated a collection incorporating mini-biographies of outstanding and influential diplomatic and military leaders who played vital roles during the Six-Day War of 1967. Some of the military leaders profiled are not as well-known to American young adults as others but all were effective in this watershed event in world history. Israeli heroes are analyzed and personalized such as Moshe Dayan, Motta Gur and Yitzhak Rabin among other notables. The authors preface their compendium with a short historical introduction to familiarize young readers with the reasons for the start of the Arab-Israeli conflict in general and the Six-Day War in particular. Each personage is sketched in a chapter that includes childhood and family life, education and aspirations, reasons for entering military or diplomatic service and accomplishments. The authors praise the Israeli subjects in superlative terms but do not mention the Arabs in any derogatory manner as they are merely background characters. Black and white portraits and illustrations of the Six-Days War's battles. End paper maps of the War's events and campaigns. No bibliography nor index. **RECOMMENDED**. (Jewish Book Annual 28 (1970-1971): 195. New York Times Book Review (November 9, 1969): 24).

70.
Taslitt, Israel I. Soldier of Israel: The Story of General Moshe Dayan. A Sabra Book. New York: Funk and Wagnalls, 1969. 191 pp.

Taslitt is an author, editor and translator who has written many plays and pageants on Biblical themes. This book, aimed primarily at young adults worldwide, delves into the character and career of General Moshe (Moses) Dayan (1915-1981). Although based on historical truths, Taslitt embellishes his biography with fictionalized dialogue, conversations that are not documented, and events. Dayan's personality, humanity, determination, courage, brilliance in both military and political tactics and daring under fire earned him stature as one of Israel's most admired, capable, highest ranking and best known soldier/statesman. The history of Israel's military tradition in the continuing war with the Arabs is emphasized only as it relates to illustrate and illuminate Dayan's important role in the struggle for Israel's independence and survival. No summary of the background of the conflict is included that would contribute an added aspect to the knowledge of young readers. Taslitt details Dayan's war exploits, his rise in rank from Minister of Agriculture to Israel's Minister of Defense directing the daring tactically brilliant swiftly successful 1967 Six-Day War. Taslitt states regarding the Arabs, "To the Arabs Moshe Dayan became the symbol of Israeli authority--fair, just, understanding, but not one who would tolerate any acts of terror." (188). Taslitt does not deride nor vilify the Arabs in their initiative, motive or attempt to regain Palestine from the Israelis. Illustrations, no bibliography nor index. **NOT RECOMMENDED** (Library Journal 94 (November 15, 1969: 151).

Statesmen

Egyptians

71.
Rosen, Deborah Nodler. Anwar el-Sadat: A Man of Peace. People of Distinction. Chicago: Childrens Press, 1986. 152 pp.

Historian and author Rosen has written history textbooks and numerous travel and feature articles including those about her visits to Egypt and the Middle East. This biography is a thorough representation of Egyptian President Anwar Sadat's life and political career with referenced quotations. Rosen depicts Sadat as a thoughtful and daring man who rose from poverty and failure to become President of Egypt. Young children will learn that Sadat won the Nobel Peace Prize in 1978 for his dramatic attempts at Camp David to end the Arab-sraeli conflict and bring ultimate peace to the Middle East. Rosen

describes Sadat as a complex man who was not averse to employing terrorist tactics first against the British occupiers of Egypt and then during thirty years encompassing four wars against Israel. He felt that in his search for peace everything was permissible including waging war. On October 6, 1981 Sadat was assassinated by opposition Egyptian soldiers who did not want a permanent peace with Israel to be enforced or issues concerning the West Bank to be decided in Israel's favor. Although Sadat had become and prided himself on being a central peacemaker in Middle Eastern affairs Rosen comments that around the world, depending upon individual value judgements and political loyalties, he was either glorified or hated. Black and white illustrations show the principal players during negotiations, maps, Timeline (Anwar el-Sadat 1918-1981), no bibliography, index. **RECOMMENDED**. (Booklist 83, no. 12 (February 15, 1987): 904. School Library Journal 33, no. 6 (February 1987): 79).

Statesmen

Israelis

72.
Amdur, Richard. Chaim Weizmann. World Leaders Past and Present. New York: Chelsea House, 1988. 112 pp.

Biographer Amdur is a writer, editor and historian who lived for more than a year on a kibbutz in Israel. He has written a thoughtful, well-balanced, fact-based, humane portrayal of Chaim Weizmann (1874-1952) a Russian born scientist, politician and peacemaker who struggled for a lifetime to establish a national homeland for Jews in Palestine. Young adults will learn that Weizmann patterned his career and activist policies on the teachings and Zionist philosophy of Theodor Herzl. He became prominent in Palestine as a brilliant scientist who used his genius to help the British war effort in World War I. He knew that by so doing he would gain Britain's confidence and backing in the form of the 1917 Balfour Declaration to establish a Jewish nation in Palestine. Weizmann, as President of the World Zionist Organization was a moderate who embodied vision, passion, tolerance and civil disobedience to settle differences. His methods before and after being elected Israel's first President in 1948 were directed at peaceful conciliation with the Arabs who he felt, deserved consideration and understanding in view of their ancestors having lived in Palestine for centuries. Amdur quotes British diplomat Isaiah Berlin who states, "Chaim Weizmann was the first totally free Jew of the modern world, and the State of Israel was constructed in his image. No man has had a comparable monument built to him in his own lifetime." (108). Generously illustrated with accompanying

captions that add substantially to the flow of the text, bibliography, appendix. (Chronology November 27, 1874-November 9, 1952), index. **RECOMMENDED**. (Curriculum Review 28, no. 3 (November 1988): 17. Jewish Book Annual 47 (1989-1990): 227).

73.
Finkelstein, Norman H. Theodor Herzl: Architect of a Nation. Minneapolis: Lerner Publications, 1991. 128 pp.

Finkelstein, a public school librarian, religious school instructor and author of several books for young children has penned a passionate and reverent account of Theodor Herzl's life and efforts. This biography of Herzl, Austrian/Israeli journalist, political leader and founder of the modern Zionist movement, opens with a description of his reburial in Israel on August 17, 1949. He did not live to witness the Arab-Israeli War of Independence nor the Jewish struggle to retain the land to which he had dedicated his life. His goal was to promote a society where anti-semitism would be non-existent and the religious, cultural, social and historical links between Jews and the Holy Land would be realized. Young children reading Herzl's biography will learn that he worked tirelessly and unceasingly to organize Zionist followers around the world to fund the purchase of land for the development of settlements in Palestine in order that the Jewish people may finally have a country of their own to live in without being subjected to callous hatred, scorn, or violence. Herzl's reputation as a first-class journalist allowed him to establish his own Zionist newspaper "The World" to further his efforts for an independent Jewish homeland to be built on a technological and scientific as well as a spiritual foundation. Finkelstein's book does not detail the Arab-Israeli crisis nor deal with the Arabs as a people but addresses the seeds that sprouted during Herzl's lifetime which eventually led to the beginnings of the conflict. Black and white illustrations enhance the narrative and furnish supplementary information, no bibliography, glossary, index. **RECOMMENDED**. (Booklist 88, no. 16 (April 15, 1992): 1519. School Library Journal 38, no. 7 (July 1992): 93).

74.
Keller, Mollie. Golda Meir. An Impact Biography. New York: Franklin Watts, 1983. 119 pp.

Biographer and historian Mollie Keller has written a compelling, passionate and understandable juvenile biography that captures the nature, dedication and indomitable pioneer Zionist spirit of Golda Meir (nee Goldie Mabowitz Myerson) (1898-1978). Meir rose from poverty in Russia, emigrated to Milwaukee and then to Palestine to become world famous as a tireless promoter of Zionism and as Israel's

Prime Minister, 1969-1974. This organized and clearly stated portrait attuned to young children traces Meir's personal and political life as an historic figure and forceful voice for peace who signed Israel's Declaration of Independence in 1948. Meir's spirit and determination to accomplish her set agenda for Israel during the Arab-Israeli conflict is documented truthfully by the biographer. Keller skillfully, for the reader's edification, integrates Israel's economic, political and military problems with Meir's intellectual and diplomatic methods of dealing with them. Keller chronicles Meir's relationship with the Israeli Arabs who respected her when she allowed them the right to choose where to live in Israel. Keller does not editorialize her attitude toward the Arabs nor present them in a stereotypical manner. Meir labored for sixty years in her love of Israel and in retrospect she exclaimed, "People who don't get excited, I just can't understand...My God! A Jewish state! What a wonderful and thrilling thing!" (113). Fine black and white illustrations, bibliography, index. **RECOMMENDED**. (Booklist 79, no. 21 (July 1983): 1401-1402. Jewish Book Annual 41 (1983-1984): 229. School Library Journal 29, no 10 (August 1983): 77).

75.
McAuley, Karen. Golda Meir. World Leaders Past & Present. New York: Chelsea House, 1988. 111 pp.

Historian and biographer McAuley has written several historical textbooks and devised educational programs for high school students. This verified biography for young adults portrays Golda Meir (1898-1978) as a strong-willed heroic figure who struggled from poverty in Russia and America to rise to the powerful position of Israel's first woman Prime Minister. McAuley humanely and admiringly describes her subject as a compassionate and practical Zionist who was inspired and determined to build a just and secure homeland in Palestine for the embattled, oppressed, and denigrated Jewish people of the world. Her life in America was dedicated to the cause of Zionism and for this express purpose she moved to Palestine and became a kibbutz worker, social activist, politician, Minister of Labor, Foreign Minister and Prime Minister. McAuley details Meir's determination, fortitude, political and religious ideologies as she served her country courageously for more than forty years. The author believes that Israel bears the stamp and fruits of Meir's hard zealous labor and devotion to its security and defense. The biographer deals with the Palestinian Arabs only as background figures and does not offer any negative value judgment concerning them as a people. Numerous black and white photographs and maps accompany clearly stated explanations, bibliography, appendix (Chronology 1898-1978), index. (No book review available).

76.
Vail, John J. David Ben-Gurion. World Leaders Past & Present. New York: Chelsea House, 1987. 112 pp.

The professor, historian and community activist has composed an all-encompassing, non-committal, accurate biography of David Ben-Gurion (1886-1973) one of Israel's most important Zionists leaders, founding father and first Prime Minister. The life story of Ben-Gurion encompasses the early history of Israel. The biographer hopes to impress young adults with the courage of a man who let no obstacle deter him from forging a homeland for the Jewish people. Juveniles will learn about Israel's origins and subsequent struggle for existence with Ben-Gurion playing an instrumental role. His skill as a military strategist helped to outmaneuver five Arab nations during the 1948 War of Independence. In 1949 he was elected first Prime Minister of the new nation of Israel. His credo was that diplomacy had its place, but Israelis must insure the existence of the newly achieved state by setting up farms and factories, defense organizations and being politically active. Vail admires and respects Ben-Gurion's courage, patriotism, and acumen in Israel's military operations and foreign and domestic affairs. Vail points out the fact that during his fourteen year tenure as Prime Minister he achieved many of the idealistic goals he had set for Israel by turning the desert into farmland and thriving cities, making powerful allies of other Middle Eastern nations, and creating an efficient military machine to defend the democratic nation. Numerous black and white illustrations and maps, bibliography, appendix (Chronology, October 16, 1886-December 1, 1973), index. **RECOMMENDED.** (Booklist 84, no. 4 (October 15, 1987): 401. Jewish Book Annual 46 (1988-1989): 275-276. School Library Journal 34, no. 6 (February 1988): 87).

Statesmen

Palestinian Arabs

77.
Reische, Diana. Arafat and the Palestine Liberation Organization. New York: Franklin Watts, 1991. 176 pp.

Historian and biographer Reische non-objectively and critically examines the life and career of Yassar Arafat (1929-). Arafat became Chairman of the Palestine Liberation Organization (PLO) to fight for the cause of the Palestinian Arab people during the ongoing crisis. Young adults will achieve a full understanding of the history, politics and events surrounding the Arab-Israeli conflict which serves to underscore the mindset of Arafat. Reische portrays Arafat as a rebellious youth who, as he grew older, was

dedicated to the quest to acquire a home state for the Palestinian Arabs. Reische contends that he would and did use any underhanded means and devious methods to realize his political and personal goals. Arafat and the Palestine Liberation Organization use terrorism against the State of Israel as well as other Arab nations and peoples throughout the world who support Israel. Reische makes it very apparent that she has little sympathy for and does not condone Arafat's deception and treachery when she calls him a "cunning manipulator" who has resorted with the assistance of the PLO to murder, kidnapping and hijacking. This openly antagonistic biography of Yassar Arafat, the author explains, concerns a complex man who has been integral in drawing and maintaining the Middle East in a conflagration of enormous proportions that adversely affects the entire world. The history of the Palestine Liberation Organization and Arafat's own life story intertwine. Arafat, the man who invented himself, has no life outside the PLO. Black and white illustrations and maps with explanatory captions, bibliography, appendix (excerpts from the Palestinian National Covenant), index. **RECOMMENDED**. (Booklist 87, no. 15 (April 1, 1991): 1555-1556. The Horn Book Guide 2, no. 2 (January-June 1991): 328. School Library Journal 37, no. 5 (May 1991): 125).

78.
Stefoff, Rebecca. Yasir Arafat. World Leaders Past & Present. New York: Chelsea House, 1988. 111 pp.

The biographer, historian, author, professor and editor has intended this substantive introspection of Yasir Arafat to clarify for young adults the Palestinian standpoint and ideology on the Arab-Israeli conflict. Yasir Arafat (1929-) is Chairman of the Palestine Liberation Organization (PLO) which throughout Israel and the rest of the world is considered an outlaw organization. Arafat has faced many disputes within the PLO, worldwide condemnation for his terrorist tactics, and frequent differences with his Arab allies. This does not deter him from his dedication to his ultimate goal of establishing a Palestinian state in the West Bank and Gaza Strip to coexist with Israel. The biographer does not represent Arafat as an heroic figure or condone his terrorism but strives to stress that he and the PLO had no other alternative but to carry on a war for the demoralized and unjustly treated Arab people. Stefoff has attempted to balance her discussion of the place of Yasir Arafat in the contemporary world and the controversy surrounding his violence and duplicity. She fathoms the contrasting perceptions of Arafat by the Palestinian Arabs and Israelis insightfully commenting, "Those denounced as terrorists are often revered as freedom fighters by their own side and sometimes regarded as statesmen and leaders once their goals have been achieved as Sadat and Begin." (85). Contains a multitude of relevant illustrations, maps, bibliography,

appendix (Chronology, August 24, 1929-September 1985), index. **RECOMMENDED**. (Kirkus Reviews 61, no. 12 (June 15, 1988): 905).

Diplomatic negotiations in international disputes

Biography

Statesmen

79.
Amdur, Richard. Menachem Begin. World Leaders Past & Present. New York: Chelsea House, 1988. 112 pp.

The biographer is a noted writer, editor and historian who lived on a kibbutz in Israel. His verified and well-documented biography of former Prime Minister of Israel Menachem Begin portrays him in two different lights: statesman and terrorist, dove and hawk. Begin was reputed to be a man of peace yet in the same instance a man who would resort to any means including violence to ensure the welfare of Israel and the rights of the Jewish people. He played an important and violent role in the establishment of the State of Israel. Amdur relates to young adults that Begin was born in Poland and throughout his youth and young adulthood he devoted himself to Judaism and to the Zionists' fervent endeavor to found a Jewish homeland in Palestine. He was a linguist, intellectual and militant whose medium stature and thick glasses belied his fighting spirit as an Israeli soldier and hawkish leader. He was elected Prime Minister in 1977 and in this capacity as statesman took part in the historic 1979 Camp David Accords joining with President Jimmy Carter and Egyptian President Anwar Sadat. Amdur admires Begin as a paradoxical man whose spirit and courage permitted him to deal with political adversity, Arab confrontations, and create a stronger and more vital Israel. Numerous black and white captioned illustrations and maps extend the text, bibliography, appendix (Chronology, August 16, 1913-resignation September 1983), index. **RECOMMENDED**. (Booklist 84, no. 6 (November 15, 1987): 560).

80.
Aufderheide, Patricia. Anwar Sadat. World Leaders Past & Present. New York: Chelsea House, 1985. 112 pp.

The author an historian, teacher, writer and editor has composed an accurate biographical essay for youngsters presenting President Anwar Sadat of Egypt as a soldier, statesman and great leader dedicated to peace in the Middle East. During his tenure as aide to Gamal Abdel Nasser, the first President of independent Egypt, he led the Egyptian armies in war during

the 1950s and 1960s. In 1970, after Nasser's death, he became Egypt's second President. At the conclusion of the Yom Kippur War of October 1973 he willingly negotiated a framework for peace with Israeli and United States leaders at Camp David which earned him the Nobel Peace Prize. The author covers his assassination and funeral in 1981 and the shockwaves projected throughout the world. Aufderheide portrays Sadat as a man of courage and commitment who was proud of his humble origins. He was a man steeped in tradition yet of modern times who became convinced that war and terrorism were not the answers to the problems that had plagued the Middle East. The peace meeting at Camp David in 1979 is described in detail as well as Sadat's ultimate fall from grace and loss of support from the Arab world primarily because of the peace talks and treaty signing. The author humanizes this legendary leader and adds an aura of respect to a courageous man who overcame controversies and struggles to instill an atmosphere of trust and cooperation that still exists between Israel and Egypt. Illustrations add credence to the factual references in the text, bibliography, appendix (Sadat's Chronology: December 25, 1918-October 6, 1981), index. (No book review available).

81.
Israel, Fred L. Henry Kissinger. World Leaders Past & Present. New York: Chelsea House, 1988. 116 pp.

Biographer Israel is a professor of American history. He has written an historically acute career biography of Henry Kissinger (1923-). Young adults will fathom this complex man who rose to become foreign policy advisor, Secretary of State, peace negotiator, and Nobel Peace Prize winner for four United States Presidents. This non-partisan treatise covers Kissinger's and his family's flight from Nazi Germany to seek refuge in America. Throughout his life he understood the plight, fear and feeling of upheaval of the refugee driven from his homeland. During 1973 and 1974 Kissinger became involved in the Middle East Arab-Israeli conflict. When the 1973 Yom Kippur War erupted Kissinger traveled to the Middle East using shuttle diplomacy between Tel Aviv, Israel and Damascus, Syria to guide the embattled nations and diffuse Middle East tensions. Using his superior diplomatic talents, persistence and role as catalyst, Kissinger influenced military disengagement. Israel has submitted a provocative, pithy, non-glamorous portrait of Kissinger as a brilliant strategist and statesman who influenced the course of American foreign policy. Israel quotes from an article in Time, April 1, 1974, "Henry Kissinger has probably more impact than any other person in the world. Quite possibly, he has become the world's indispensable man." (116). Profusely illustrated with newsphotos, bibliography, Chronology (May 27, 1923-January 20, 1977), index. **RECOMMENDED**. (Booklist 83, no. 11 (February 1, 1987): 895. School Library Journal 33, no.7 (March 1987):

(172).

82.
Slavin, Ed. Jimmy Carter. World Leaders Past & Present. New York: Chelsea House, 1989. 111 pp.

Historian, legal advisor, counsel and author Slavin profiles the highlights of the personal life and political career of the thirty-ninth President of the United States, James Earl Carter, Jr. (1924-). Slavin's examination is an unbiased, diligently researched and well-balanced review that will lend quality to young adult's studies and research efforts. He analyzes the strengths and weaknesses of Carter as president, in domestic politics and as a humanitarian in his role as diplomat and mediator in world affairs. Slavin documents Carter's rise from peanut farmer in Georgia, his tour in the navy and as Governor of Georgia. Slavin reports that Carter's reputation as an expert negotiator and vehement human rights advocate came to the fore during his finest achievement in international affairs, the successful 1979 Camp David Accords with Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin. Slavin, as pertinent background information, summarizes the history of the Jews from the Diaspora, their return to Palestine through the historic 1979 signing. Carter is depicted throughout the study as always willing to step in and try to help solve world shattering, deeply felt, vehemently argued problems such as the Arab-Israeli conflict even at the expense of his presidential popularity. Slavin depicts Carter as a sincere, determined and dedicated human being who would never compromise his principles. Black and white illustrations depict Carter attending world events, bibliography, appendix. (Chronology 1924-1986), index. **RECOMMENDED**. (Booklist 85, no. 21 (July 1989): 1907. School Library Journal 35, no. 12 (August 1989): 158).

Foreign relations

83.
Friedlander, Melvin A. Sadat and Begin: The Domestic Policies of Peacemaking. Boulder, Colo.: Westview Press, 1983. 338 pp.

Historian and author Friedlander's doctoral dissertation is useful as a discursive and detailed guide to Egyptian-Israeli negotiations preceding the 1979 peace treaty signed at Camp David. This well-researched neutral study that young readers will comprehend begins with an in-depth look into the regimes of Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin. Peacemaking efforts are traced back to 1977 when Sadat, in good faith, visited Jerusalem

through Camp David with President Jimmy Carter mediating the proceedings. Particulars are itemized as to the positions taken by the two leaders, the stages of the strategy sessions and the sometime frustrating outcomes of the negotiating process. Friedlander presents Sadat and Begin as politicians rather than skilled diplomats which made it difficult for them to come to terms. The author credits the peacemaking efforts and diplomacy displayed by President Carter as the key that opened political impasses. Friedlander reports events as they happened and achieves a balance in presenting fairly the incentives and motivations of Sadat and Begin. He states, "Sadat and Begin chose to place pragmatism ahead of principle and statesmanship over self-interest." (231). Bibliography, index. **RECOMMENDED**. (American Political Science Review 78, no. 2 (June 1984): 560-561. Commentary 82, no. 4 (October 1986): 81. Middle East Journal 38, no. 3 (Summer 1984): 556-557).

84.
Quandt, William. Camp David: Peacemaking and Politics. Washington, D.C.: Brookings Institution, 1986. 426 pp.

The author was a senior Middle East staff member of the National Security Council, 1977-1979, participating in the process for a peace treaty between Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin. Quandt's factual material is based on his access to and drafting of many relevant United States documents. His publication is an expository, fair and frank account of the behind scenes maneuverings leading to the signing of the 1979 peace treaty. This work, geared toward a young adult audience, will lend both psychological and political insight into the involved negotiation process presided over by President Jimmy Carter, the preconceived objectives and goals of Sadat and Begin and how these were altered and modified by personal interactions and individual personality traits during the talks. The author admires all three statesmen but does not hesitate to criticize those actions he views as manipulative, deceptive or backstabbing during the discussions. As Quandt evaluates the participants, the process and end result he centers mainly on America's role and President Jimmy Carter's personal involvement and remarkable conciliatory qualities during the intricate, arduous and traumatic negotiations. Quandt states, "Carter brought the necessary sense of dedication, determination and decency, and he achieved impressive results." (338). Bibliography, appendixes (Documentations, American drafts and revisions, Communiques, Camp David Accords, Egyptian-Israeli Peace Treaty), chronology (January 6, 1977-March 26, 1979), index. **RECOMMENDED**. (Choice 23, nos. 11-12 (July-August 1987): 1734. Commentary 82, no. 4 (October 1986): 81-82. New York Times Book Review 7, sec. 3 (March 16, 1986): 36).

General works

85.
Carter, Jimmy. Talking Peace: A Vision for the Next Generation. New York: Dutton Children's Books, 1993. 192 pp.

Jimmy Carter (James Earl Carter, Jr.) (1924-), born in a farming town in Plains, Georgia, was a lieutenant in the Navy, Georgia's seventy-sixth Governor, President of the United States from 1977 to 1981, an accomplished author and well-traveled citizen diplomat in troubled regions of the globe. Within this book specifically aimed at young adults Carter adeptly discusses a broad range of subjects relating to world peace. Carter impresses on juvenile readers that conflict resolution can be very difficult and frustrating but worthwhile as an alternative to force. He accurately describes his role as mediator and advisor at the historic 1978 peace talks between Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin. He impartially recounts the background work, behind the scenes revelations, official dealings and personal conversations that led to the 1979 Camp David Accords. The author familiarizes young readers with the social elements needed for a lasting world peace such as food, shelter, medical care and human rights. He examines the living conditions of people in peacetime and wartime, the effect of international conflicts on innocent victims such as the children embroiled in the Middle East crisis. As peacemaker Carter involves his young audience in contemporary political and social world problems and analyzes non-violent ways to solve or diminish them. Peppered with black and white photographs some showcasing Carter during his many trips abroad, maps, bibliographical references, index. **RECOMMENDED**. (Booklist 89, no. 22 (August 1993): 2044. The Horn Book Guide 5, no. 1 (Spring 1994): 99. New York Times Book Review sec. 7 (October 3, 1993): 31. School Library Journal 30, no. 10 (October 1993): 160. Wilson Library Journal 68, no. 6 (February 1994): 92).

86.
Fehrenbach, T.R. The United Nations in War and Peace. A World Landmark book. New York: Random House, 1968. 179 pp.

Historian Fehrenbach observed the United Nations peacekeeping efforts firsthand spending three years with UN forces in Korea. This insightful analysis is of consequence to young adults who will recognize the importance of nations assembled to keep peace in a world constantly threatened by violence and war. This monograph is still a timely, comprehensive, fact-based explanation of the structure, powers and limitations of the United Nations since its charter was adopted in 1944. Fehrenbach discusses the background of the Arab-Israeli conflict, the vigorous actions taken and 1947

Partition Plan proposed by the United Nations to avoid the War of Independence that broke out in the Middle East in 1948. The author proceeds to assess the UN's unbiased peacekeeping responsibilities in a well-documented account of its actions during the Arab-Israeli 1956 Suez Campaign. He believes that UN intervention prevented the war from escalating. Fehrenbach credits the actions of the United Nations in peacefully ending the war with a truce. He also praises its role as a key influence in humanitarian achievements. He believes that the United Nations which was founded to save succeeding generations from the scourge of war does not and cannot provide the answers to a permanent peace in the world "because wars arise from the hearts of men themselves. It is up to men to make the United Nations work." (172). The United Nations in action is depicted in numerous black and white illustrations, maps, satirical cartoons, no bibliography, index. **RECOMMENDED**. (Kirkus Reviews 36 (September 1, 1968): 989-990. Saturday Review 52 (January 18, 1969): 41. Social Education 33 (May 1969): 562).

87.
Long, Cathryn J. The Middle East in Search of Peace. Headliners. Brookfield, Conn.: Millbrook Press, 1994. 64 pp.

The author and historian focuses her research on examining the intricacies of Middle Eastern affairs. This slim text is a useful tool to introduce children to the central issues that are at the heart of the ongoing bloody Arab-Israeli conflict. In an accurate yet conversational tone Long presents a non-opinionated contemporary survey of the causes, events and peoples involved in this tumultuous upheaval. Her fundamental historical approach is elementary, clear and direct. The book opens with the historic handshake between Palestine Liberation Organization (PLO) Chairman Yasir Arafat and Israeli Prime Minister Yitzhak Rabin in the presence of President Bill Clinton in Washington, D.C., 1993. Long provides a short history of the struggles of the Jews and their desire for a homeland in Palestine and traces the development of the present day roil. The author features an in-depth discussion of the roles of the Intifada (children's uprising), PLO, oil and the United States in the conflict. Her balanced treatise's main thrust focuses on the obstacles to an effective peaceful solution. She believes peace may be accomplished through furthering education in the occupied territories of the West Bank and Gaza Strip. Long moralizes that the process of change will not be easy due to the longstanding psychological barriers but she hopes that knowledge will help to lessen hatred and prejudices. Pertinent illustrations and maps with explanatory captions, bibliography, appendix (Chronology, 1896-1994), index. **RECOMMENDED**. (Booklist 91, no. 4 (October 15, 1994): 422. School Library

Journal 40, no. 8 (August 1994): 164).

88.
Mendelsohn, Everett. A Compassionate Peace: A Future for Israel, Palestine, and the Middle East. Rev. ed. New York: Farrar, Strauss & Giroux, 1989. 321 pp.

Mendelsohn is a professor of history and Chairperson of the American Friends Service Corporation (AFSC), an organization engaged in analyzing and mediating Middle Eastern affairs. Mendelsohn's field research for the text was accomplished when he visited the Middle East and interviewed and consulted with journalists, political activists, scholars and religious leaders throughout the region. This work intends to provoke thought and compassion for both sides in young adults who will find it a balanced, well-researched, unbiased examination of the causes and effects of the Arab-Israeli conflict. The study proposes realistic steps toward reducing tensions in the Middle East and offers suggestions for peace negotiations. Topics covered are self-determination and recognition for the Palestinians as well as mutual security for the Arabs and Israelis. Mendelsohn recreates the history of the Jews, their reasons for emigrating to Palestine, and the ensuing crisis. He maintains that the war has been furthered and exploited by the United States and the Soviet Union when they continue to export armaments to the warring nations. Mendelsohn believes that the core of any resolution to the Arab-Israeli conflict is to settle the Palestinian Arab refugee question. By taking bold actions informed world citizens, decision makers, and those concerned with peace and justice will help diffuse the war and effect a permanent peace in the devastated and explosive region. Bibliography, appendixes (Resolutions, Camp David Accord, Egyptian-Israeli Peace Treaty), index. **RECOMMENDED**. (Library Journal 114, no. 12 (July 1989): 96. Middle East Journal 44, no. 1 (Winter 1990): 142-143).

Newspapers

89.
Rimer, Sara. "For 130 Arab and Israeli Teen-Agers, Maine Camp is Where Peace Begins." The New York Times. National Report. September 3, 1995. p. 16.

Journalist Rimer reports on a unique experiment the non-profit Seeds of Peace Camp has been conducting for the past three years in the Maine woods. The camp intends to do what all the useless peace treaties that have been signed could not--bring together young people from the Middle East who have since birth been taught to fear and hate each

other. Rimer's recounting of events is even-handed and neutral as she relates that Arab and Israeli teenage boys and girls meet during the summers in Maine to exchange thoughts and feelings concerning the Arab-Israeli crisis and the effect it has had on their young lives. Adolescents will find this article informative as it explores the standpoints of the 130 campers ages 11 to 16 who were selected to spend quality time at the camp. Rimer chose to concentrate on two 16-year old boys, Yehoyada Mande-el (Yo Yo), an Israeli Jew, and Laith Arafeh, a Palestinian Arab, who live in the West Bank. Rimer feels it is arguable whether bringing 130 young people together in the Maine woods can change the situation in their countries, but to spend time with Yo Yo, Laith and the others is to see "something powerful." Rimer displays sympathy when she states that although Yo Yo and Laith have become close friends and bridged many of their differences, the boys realize that in two years they will have to join their respective armies and feel that their allegiance should remain with their own nations. Photographs.

90.
Schmemann, Serge. "Drawings Teach Young Jews and Arabs." The New York Times. International sec. September 3, 1995. p. 12.

The journalist reports from Jerusalem on the work of Maureen Kushner, an elementary school teacher and lecturer from New York, who had been traveling across Israel during 1995 on an unusual mission. In 1994 the Israeli Ministry of Education hearing of Kushner's unorthodox peace teaching methods asked her to come to Israel to teach the meaning of peace through the mediums of art and humor to Arab and Israeli schoolchildren. Kushner uses her own type of teaching methods depicting soccer balls making peace with basketballs and tanks dancing with missiles. Schmemann's informative article may be read by young children who will understand that their Arab and Israeli peers learn about peace by drawing with magic markers while enjoying the cool shade under a tree in Jerusalem. One pupil is drawing a ladybug showing one leg spelling out "Shalom" (peace in Hebrew) the other "Salaam" in Arabic. The journalist carefully describes Kushner's technique with the children of differing cultures as she starts with a joke, an animal sound, and a lot of hugging in order for them to understand the concept of coexisting with each other. Kushner regards them with empathy and understands that they are only children trapped within a terrifying situation. The journalist quotes Kushner saying, "When you work through humor it detoxifies the situation...dictators fear laughter more than the bomb." (12). Photographs.

91.
Wallach, John. "Mideast Peace (Boys' Division)." The New York Times. OP-ED sec. September 24, 1993. p. 42.

Wallach is founder and director of the Seeds of Peace Camp in Maine, which administers a program for Arab and Israeli boys and girls age 11 to 16 years old who come each summer to learn to live in peaceful coexistence. President Clinton and First Lady Hillary Rodham Clinton, invited 46 campers to attend the signing of the Israeli-Palestinian peace accord at the White House during the summer of 1993. Young adult readers will learn of the tensions when the Middle Eastern youth of differing ethnic and religious backgrounds first encounter each other at the camp in the woods. Wallach recounts the angry reactions of an Israeli Jew, a Palestinian Arab, who lost members of their families, and a Palestinian Arab refugee who spent six months in an Israeli prison for throwing stones at Israeli soldiers. As Wallach describes the emotional outbursts that occurred during their interrelating cathartic sessions he does not voice his own opinion or take sides with any boy's interpretation of events. He remains uninvolved and impartial when the participants get involved in these hostile and emotional exchanges. After the peace accord signing ceremony the Israelis left Washington but the Arabs wanted to visit the Jewish Holocaust Museum to understand the atrocities the Jews had suffered. Wallach, the director, felt that he had witnessed the "miracle" of a Mideast peace accord in the Maine woods.

Periodicals

92.
Bowen, Ezra. "Classes in Coexistence." Time. Education. 125, no. 23. June 10, 1985. p. 65.

Ezra Bowen reports from Jerusalem that Israeli high schools are teaching tolerance through dialogues between Arab and Jewish students. The classroom interaction helps the youngsters know and understand each other better and reduce their tensions, fears and misapprehensions. Insight into the learning and accepting processes are elucidated for young adult students reading this worthwhile, sensitive and informative article written by an objective educator. Bowen writes that across Israel these exchanges have become increasingly common in a newly devised course entitled "The Arab Citizens in Israel" which teaches mutual understanding. Arab and Israeli guests are invited to debate with and answer questions posed by the young adult classmates who need and want to discuss pertinent, troubling and timely topics. The study program is specifically designed to help

diffuse the misconceptions, stereotypes and hatred between Israel's Jewish and Arab teenagers that has built up during thirty-seven years of Arab-Israeli struggle. The reporter enthusiastically describes the gradual change in attitudes as students ultimately accept that the problem of Jews and Arabs cannot be further ignored. Materials are now being prepared for elementary and junior high schools across Israel and for an Arab counterpart to the program.

93.
Carmichael, Joel. "Arabs and Jews." Keeping Posted. New York: Union of American Hebrew Congregations, [1969]. 52 pp.

Joel Carmichael, an historian, author and Arabist has written fifteen essays exploring the theme of Arab and Jewish relationships chronologically and historically from ancient to modern times as of this writing. The historian's textbook compositions answer many disturbing complicated questions concerning the ongoing Arab-Israeli conflict. Some diverse subjects analyzed for young adults pertain to Arabs and Jews in Biblical times, the 1917 Balfour Declaration, the rise of Zionism in the twentieth century, the founding of the State of Israel and prospects for peace in the Middle East. Carmichael's lucid and flowing popular writing style makes it elementary for young people to grasp his concepts which are fact-based. The topics covered are non-prejudicial to either Jews or Arabs, still timely and teaching aids highly useful for students' inquiries. Carmichael openly expresses sympathy for the Arabs who still languish in refugee camps after fleeing from Israel after the 1948 War of Independence. He hopes that the ancient parallels between Arabs and Jews "may point to a future full of promise, toward the re-creation in this modern age of events in the past that were greatly productive for the two peoples and for the entire human race." (27). Many black and white illustrations, maps and artwork. Bibliography, supplementary materials (Teacher's Handbook by Alan Segall), no index. **RECOMMENDED**. (Magazines for Libraries 5th ed. (1986): 916).

94.
Keinon, Herb. "Growing Up in a Land Shaped by Conflict." Scholastic Update. Teachers' ed. 120, no. 16. April 22, 1988. pp. 6-7.

Journalist Keinon reporting from the West Bank profiles four teenagers living under ominous conditions forced upon them by the fearsome Arab-Israeli confrontation. As they voice their inner thoughts Keinon records them verbatim, for young adult readers, without any underlying motives. These youths want to live in peace although two of them emphatically state they cannot and will not compromise with their enemy while the other two interviewees are working to

understand each other's ideology and culture. Keinon speaks with 15-year old Tzruya, a Jew living on a settlement in the West Bank, whose school bus was hit and set on fire by an Arab homemade bomb. She believes that Israel's occupation of the West Bank after the 1967 Arab-Israeli War means the territory should never be given back to the Arabs. Only Arabs willing to live in peace should stay. Ramzi a 17-year old Palestinian Arab has taken part in stone throwing incidents in the West Bank. He tells Keinon that the Arabs are frustrated and cannot bear Israeli occupation any longer. Keinon learned, after speaking with Alon, a 14-year old Israeli Jew, and Abed, a 15-year old Israeli Arab, that they had joined the Interns for Peace program. They agree that while living in the same land they must learn how to exist peacefully. Abed says that each Jew must be judged on his own merits. Alon says he has learned to distinguish between Arab terrorists and Arabs like Abed. Includes photographs of the teenagers profiled.

95.
Levin, Bob. "Victory's Children." Maclean's. 100. June 1, 1987. pp. 30-34.

Journalist Bob Levin reports from Jerusalem on the hostility between young Palestinians and Israelis twenty years after the Six-Day War. Levin calls Jewish young people "the occupation generation" due to their belief that the occupied territories of the West Bank and Gaza Strip won during the 1967 War have become the key battleground in the struggle for the soul of Israel. Young adult readers will acknowledge that some Israeli teenagers interviewed favor denying Arabs their civil rights or expelling them altogether from Israeli territory while other left wingers deride the occupation. Although the Jews and Arabs of the West Bank clash, Jews insist their goal is peaceful coexistence. Levin's reporting displays no preconceived notions but he stresses that the persistent threat of another war after having fought six wars in thirty-nine years has given rise to autocratic, insecure, uncertain, at times, volatile feelings toward Arabs by young Orthodox Jews. These attitudes have alarmed Israeli educators. Some Jewish and Arab students were brought together for intensive seminars covering subjects such as stereotypes, intolerance, cultural backgrounds and politics. Levin concludes his comprehensive article stating, "For every youngster who insists on keeping the occupied territories for religious or security reasons, there seems to be one who would trade land for peace--if it could be a lasting peace." (34). Illustrations.

96.
Monagle, Katie. "Growing Up in a Land of Conflict: Views of Arab and Israeli Youth." Scholastic Update. Teachers' ed. 124. October 4, 1991. pp. 14-15.

This article is part of an entire issue devoted to the Middle East. Journalist Monagle spoke with four young adults who have grown up in the midst of the Arab-Israeli conflict knowing nothing but terrorism, military occupation and war. Monagle endeavored to understand and impartially but not impassionately report on the ways in which these Arab and Israeli youngsters view each other, their individual experiences, differing personal philosophies of the conflict in their homeland and neighborhoods and the prospects for a settlement of the longstanding dispute. Jamal, a fourteen-year old Palestinian Arab living in an Israeli occupied West Bank village, says life is very hard when the Israeli soldiers shoot at them for no reason. He believes the Intifada (children's uprising) will lead to Palestinian Arab independence. Tzruya, a 17-year old Israeli Jew who moved to a Jewish settlement in the West Bank, comments that Arabs who are willing to live in peace are welcome. 13-year old Ahmed, an Arab-Palestinian-Israeli, fears that peace will not come and there will be many more wars. Limor, a 23-year old Israeli Jew believes it is possible for Jews and Arabs to live in harmony. Monagle sums up her sympathetic article by stating emphatically that few want or need peace as much as the youngsters of the Middle East.

97.
Shipler, David F. "Arabs and Jews in Israel." The New York Times Magazine. August 10, 1986. pp. 22-29.

Historian Shipler of the Times' Washington bureau, was the paper's bureau chief in Jerusalem from 1979 to 1984. He writes concerning his vision that the current problem in the Middle East is primarily based on Arab and Israeli youngsters who are being negatively influenced by the jaded, cynical, biased war-ravaged older generations. Shipler contends that the minds of youth have become the new battleground for the war between the Jews and Arabs as stereotypes are being passed on to this new fresh generation. Some older Arabs and Israelis fear their culture and individuality will be lost although others are strongly making efforts to promote and infuse the ideals of communication and cohabitation. Shipler describes the positive attempts made by unbiased liberal Jews and Arabs who founded, as a model and a dream, the interfaith community of Neveh Shalom. He details another project that seeks to eliminate discriminatory stereotypes from Israeli schools' textbooks, expose Jewish pupils to Arab literature and culture and educate both Jews and Arabs in democratic principles. The journalist does

not expect these scattered efforts to produce immediate changes. Shipler believes that "whatever happens now in war or diplomacy, whatever territory is won or lost...Arabs and Jews will remain locked together in this weary land enmeshed in each other's fears. They will not find peace in treaties or in victories. They will find it by looking into each other's eyes." (22). Photographs add to the focus of the article.

Miscellanea

Critical thinking

98.
Anderson, Bob and Janelle Rohr, eds. Israel. Opposing Viewpoints. San Diego, Calif.: Greenhaven Press, 1989. 266 pp.

Historians and editors Anderson and Rohr have compiled a focused and fairminded collection of opposing points of view by journalists, political and religious experts and historians on the complex and sensitive issues regarding the problems facing the State of Israel. The essays were carefully selected to offer the young adult reader a balanced presentation of variant standpoints. The editors' and the series express purpose is to remind young adults to remain open-minded and develop their thinking skills as they consider the differing convictions proffered by professionals, historians, religious and political leaders who are quoted from books, studies, speeches and periodicals. A short history of the Jews is given to familiarize young readers with the reasons for the founding of the State of Israel in 1948. The contributors examine, analyze, debate, and offer their judgments in chapters which question: Does Israel Treat the Palestinians Fairly? Should the US Support Israel? What Is Israel's International Role? and What is the Future of Israel? This work has been designed specifically to assist young readers to probe the Middle Eastern situation critically, to identify stereotypes, and separate actual fact from opinion. Editorial cartoons, maps, periodical and book bibliographies, appendixes (Organizations to contact), (Chronology of Events 1881-1987). (No book review available).

99.
Bernards, Neal, ed. The Palestinian Conflict: Identifying Techniques. Junior Opposing Viewpoints. San Diego, CA.: Greenhaven Press, 1990. 32 pp.

Historian and editor Neal Bernards has compiled a junior version of the Opposing Viewpoints series for

children. The study contains eight essays that debate the Arab-Israeli conflict from differing tangents focusing on the Palestinian right to a homeland, the treatment of the Palestinians by the Israelis, the role of the United States in the conflict and whether permanent peace in the Middle East is possible. Bernards has created an unbiased unique, intelligently crafted volume that allows young users to practice critical thinking skills in order to detect bias, identify propaganda and differentiate between facts and the authors' interpolations of events. Bernards explains the purposes of and reasons for propaganda. He informs young readers that they must sift through the details given in the articles and decide for themselves whether the information is true or false. Opposing viewpoints essays are penned by actual authorities on Middle Eastern history such as politicians, historians, professors and representatives of anti-discrimination groups. Analytical questions are posed within the margins of each essay for children to evaluate and answer. A critical thinking segment includes identifying propaganda techniques, evaluating testimonials and understanding editorial cartoons. Cartoons and tables, no bibliography nor index. **RECOMMENDED**. (Booklist 87, no. 20 (June 15, 1991): 1957).

100.
Rohr, Janelle, ed. The Middle East. Opposing Viewpoints. St. Paul, Minn.: Greenhaven Press, 1988. 237 pp.

Historian and editor Rohr has brought together a thought provoking collection of balanced opposing points of view on the Arab-Israeli conflict. Through materials taken from periodicals, books and newspapers as well as statements and position papers of Arabs, Israelis and Americans, young adults researching this text will develop basic thinking skills and be enabled to formulate judgments regarding the complex and sensitive issues ongoing in the Middle East. This region, the intended audience is instructed, has suffered a long and bloody history of confrontation which is examined by contributors. Several sections undertake to elucidate the reasons for the Middle East being such a hotspot while other sections examine, debate and analyze various possibilities for a lasting peace, Palestinian Arab rights and desire for autonomy, relations with Israel, the everpresent refugee problem and the Palestine Liberation Organization's terrorist tactics. In order for young adults to easily investigate these critical problems and possible solutions in an unbiased manner, the book is divided into sections with chapters each containing a controversial situation under discussion. The opposing viewpoints (many translated) are presented by a PLO representative, historians, politicians and civil rights advocates. Each chapter starts with in-depth questions for young readers to ponder

and attempt to separate fact from fiction. Many pertinent illustrations, maps, editorial cartoons. Periodical and book bibliographies, appendix (Chronology of Events, 1881-1987), index. **RECOMMENDED**. (Booklist 84, no. 10 (January 15, 1988): 10).

Land settlement

101.
Hirschmann, Ira. The Awakening: The Story of the Jewish National Fund. New York: Shengold Publishers, 1981. 119 pp.

Author Hirschmann is a member of the Jewish National Fund (JNF) which was created in 1901 to prepare the Biblical land of Palestine for settlement by the Jewish people with a forward look toward the founding of the State of Israel. Hirschmann's non-prejudicial factual account suited for young adult readers informs as to the JNF's important contributions to technology and farming and its indispensable role toward Israel's healthy and fertile growth. In this slim but important introductory volume, Hirschmann describes the founding of the JNF with the help of Baron Edmond de Rothschild, Theodor Herzl's World Zionist Organization and other sympathizers who financed Jewish colonies in Palestine. In 1960 the Land Authority Bill was passed giving the JNF the exclusive right to land reclamation, land development and afforestation for the entire territory of Israel. The author describes the JNF's huge task in all aspects of land development--pushing back the desert, preparing the soil, planting forests, building homes, creating settlements and developing towns. Due to this great amount of work, the JNF has become the largest employer of Arabs in Israel. Hirschmann writes that the Fund is now preparing for a new era of peace and a new awakening of the land "to build a new land of plenty, and create a lasting legacy of peace." (112). Illustrations depict the land and people, bibliography, appendix (JNF Organizations), no index. (No book review available).

Terrorism

102.
Kronenwetter, Michael. The War on Terrorism. Issues for the 90s. Englewood Cliffs, N.J.: Julian Messner, 1989. 130 pp.

Historian Kronenwetter has written a meticulously researched probing analysis of terrorism. This work is intended to make young adults realize that terrorism has become more common, more dangerous and more international over the past few decades. The author informs that the weapons

of terrorists are violence, brutality and fear. He deplores this type of warfare and offers strategies and solutions for combatting terrorist acts and organizations. Kronenwetter examines the groups involved, their secretive nefarious operations and agendas. He begins the study with a short history of modern terrorism centering on 1972 when Palestinian Arabs of the Black September group invaded the locker room of Israeli athletes competing in the Olympic Games held in Munich, Germany. Several athletes were killed and others were taken hostage. The author explains that many believe this act of terrorism was part of the ongoing Arab-Israeli conflict. Kronenwetter, displaying no favoritism, cites the entire Middle East as a "garden of terrorism" where this type of violence sprouted thousands of years ago and is still flourishing. He informs that the region has three major religions: Judaism, Christianity and Islam each turning in some way to terrorist activities in order to achieve its intended goals. In his unbiased profile of international terrorism the author showcases terrorist activities of the Israelis as well as the Arabs and provides an in-depth concentration on the PLO. Illustrations, bibliography, appendix (Terrorist and Anti-terrorist Organizations), index. **RECOMMENDED**. (Booklist 86, no. 6 (November 15, 1989): 650. School Library Journal 36, no. 2 (February 13, 1990): 112, 114).

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The Arab-Israeli conflict has been ongoing in the Middle East since 1948 although many peace agreements have been signed. This non-fiction study has been designed and implemented in order for children and young adults to gain insight into its Biblical beginnings and the reasons for its continuation within the enlightened twentieth century.

Although libraries and other educational institutions have comparatively large collections of literature for adults on this subject, there is a lack of non-fiction materials for juveniles. After completing a comprehensive, exhaustive and intensive amount of research, examination and investigation of varied publications pertaining to the Arab-Israeli conflict, the compiler has included in this selected annotated bibliography only those works that were deemed relevant, meaningful, pertinent and would demonstrably improve the young users' comprehension of the importance and enormity of the conflict. The resources incorporated encompass a large corpus of knowledge, diverse opinions and judgments of authors, historians, journalists, Middle East experts and official observers of the Arab-Israeli conflict. These inclusions are for the young users of the bibliography to obtain a truthful, non-biased, non-fictionalized history of this raging standoff that has been and is currently the topic of worldwide interest.

Chapter I provides an introduction to the background history of the cultural, religious and political problems that arose in the Middle Eastern region between the Palestinian Arab and Israeli peoples who want to dominate the region of Israel (Palestine) at the same time. By using this resource tool children and young adults will be better able to understand the impact that this struggle has had on the lives of their peers in this contentious part of the world.

The compiler of this study desires to assure that schools and children's and young adult sections of libraries are at the forefront in the dissemination of information concerning the dramatic circumstances and influences that inflamed and kept alive the fiery roil. Seeding these knowledge centers with this bibliographic reference aid would greatly help in this process. The selected annotated bibliography has incorporated targeted monographs and periodicals in one easily accessible compendium that will be an invaluable asset for the teacher and librarian to assist interested and inquiring students. The materials introduce young readers to the history and background of the conflict, the various wars, the roles of important figures, personal narratives, memoirs and interviews as well as pictorial works, stories, and poetry by Arab and Israeli children. The compiler felt it was essential that the materials chosen encompassed diffuse points of view and attitudes to enhance the user's learning experience.

Another prime purpose of this teaching and learning paradigm is to solve the major problem of scattering and fragmentation of

information as it currently exists in libraries and other knowledge centers. It will be an essential guide for parents, teachers, educators, administrators and, especially, librarians.

Four research questions were posed and have been answered in each of the one hundred and two annotations which comprise Chapter IV. These queries pertain to the veracity of the authors, their embellishment or fictionalizing of the facts within their works, their prejudicial or non-prejudicial attitude toward the Palestinian Arabs and whether their portrayals of the Arab-Israeli conflict contain or portray an element of humanity or empathy.

Many problems and delimitations that were encountered by the researcher while seeking meaningful studies for this seminal work are enumerated in Chapter I. Although some seemed daunting it was through determination and resolve to select and collect only the most substantive, informative and accessible works to become integral factors in Chapters II and IV that influenced the investigator to overcome the many obstacles.

Chapter II, Review of Related Literature, supplies a survey of adult and some children's literature available that analyze the conflict from varying standpoints. After reading and contemplating these review sources interested involved adults will be better able to judge the credence, effectiveness and factual veracity of Chapter IV's juvenile works in order to rationalize, assist and dialogue with the youngsters. The treatises, access, research, and reference aids contained in Chapter II by respected authorities had been chosen to encompass the reasons for Jewish emigration to

Palestine, the historical background of the conflict, the hostility that eventually developed between the Palestinian Arabs and Israelis beginning with the inception of the State of Israel in 1948 and the steps taken toward a peaceful resolution of enmities.

In addition, the experts and historians cover the numerous wars of the crisis that have affected and enveloped the Middle East for half a century.

The topics interpreted and dissected by well-respected professionals, authors and craftsmen in this chapter correspond to the subject matter covered in-depth in Chapter IV, A Selected Annotated Bibliography, constructed in an historical timeline arrangement. The review literature can be employed as a sounding board, framework and foundation to measure and judge the historical legitimacy and accuracy of the various authors' viewpoints, outlooks, concepts and beliefs covered in Chapter IV in relation to the research questions enumerated in Chapter I.

Chapter III, Methodology, documents and discusses the value and necessity for the non-fiction juvenile bibliography. It relates to the bibliography's importance as an access tool and resource guide for young readers as well as teachers, librarians, educators, administrators and parents who are interested in referring to a resource that allows easy guidance for effortless achievement of informative materials on the particular topic they are seeking.

This chapter points to the methods, techniques and tools employed by the researcher to gather the data necessary to inform library patrons concerning the factors that comprise the conflict,

its effect on the peoples of the Middle East as well as others in the world.

The annotated bibliography can be considered a seminal work as no other such comprehensive bibliography exists for youth in schools, libraries or other educational facilities. It permits entry into a body of literature appropriate to the subject under consideration. It serves as a bibliographical control device for a particular audience on just the topic of the Arab-Israeli conflict.

It was necessary for the researcher to consult many and sundry references to access the worthwhile sources included in Chapters II and IV of the study. To gain entry to these significant nonfiction works the compiler visited colleges, universities, public libraries and Jewish religious institutions. A large amount of information was gained via electronic methods such as the Internet, OCLC (Online Computer Library Center), and online catalogs of the various public and private libraries and learning centers visited.

Many standard print reference aids were used as reliable sources to gain insight and locate and choose titles for inclusion such as publisher's book catalogs, various encyclopedias, various types of works focusing on a Jewish theme with an emphasis on the Middle East, historical bibliographies, atlases, indexes and children's and adult reviewing sources.

During research the investigator encountered several distracting problems such as outdated accounts, outmoded methods of information retrieval, lack of computerized or even organized holdings and the dearth of English language analyses relevant to

the Arab-Israeli conflict suitable for children and young adults.

For the readership to perceive the authors' verbiage and use of foreign terminology, the compiler listed necessary helpful definitions of unfamiliar terms for comprehension and clarity.

Chapter IV, A Selected Annotated Bibliography, includes one hundred and two sources encompassing primary annotated works and secondary source materials in the form of book reviews.

A checklist was formulated for each annotation to enable the researcher to examine, choose and compile the sources according to bibliographic, content analysis and evaluation data. Incorporated in each annotation are the findings to the four essential motivating research questions posed in Chapter I.

The findings indicate that the authors have, in the main, offered their best insightful efforts in their portrayals of the subject under investigation, inspection and discussion--the Arab-Israeli conflict. Their authorship of this event is not antiseptic but, rather, quite emotional as they often give vent to their inner feelings of outrage, concern, sympathy, and sorrow for all the peoples involved in this unpleasant, unpopular and futile conflict.

Several writers and compilers have projected their works to humanely exhibit to young readers the plight of their peers in the Middle East and by what means they are coping.

Many scholars have attempted and succeeded in being fair, equitable, evenhanded and not patentedly stereotypical in their portrayal of the Palestinian Arabs. These writers prefer to create

their works for their accuracy and historical value rather than as platforms for private ideologies. Several have used their propagandist tracts obtrusively in order to influence young readers toward their pro-Arab or pro-Israeli advocacies.

The majority of the authors believe that the conflict has been and still is an unfortunate waste of two peoples vitality, efforts and lives that could be solved by those influential and in power gathering at a negotiating table.

The compiler found that the writers have used variant techniques and methodologies chiefly accurate, fact-based and not popularized. The texts showcasing opposing viewpoints were specifically and intentionally chosen to peak and keep the interest of their readers in order that their concepts influence the juvenile audience to gain understanding so that the students may analyze and form their own opinions and theories as to the rightfulness and morality of this awesome episode.

Conclusions

Research Question 1: Does the literature indicate that the authors fictionalize, popularize, or embellish their historical writings just to appeal to a children's and young adult readership?

****

Fictionalize, popularize, embellish

Yes	No
9%	93%

****

The researcher found that the vast majority of the authors (93%) did not sway or influence their works intentionally in order to capture or intrigue a young audience. The writers state events in a fact-based, thought-out, well-documented and interesting manner so that young readers do not need any basic knowledge of the Arab-Israeli conflict in order to comprehend the ideas and concepts elucidated in the texts. They are candid in their opinions but present the conflict as an historical happening deeply rooted in the past that has extended dramatically into world affairs during the twentieth century. Accuracies of the conflict are presented forthrightly, justly and effectively with no hidden agendas set by the authors. Most are fair and honest as they present their interpolations of the events and personalities involved.

9% of the authors create story-type fictional main characters in order to personalize and emotionalize their writings feeling that this will hold the interest of the juvenile audience. These novel approaches are not fictionalized or meant to corrupt truths but are based purely on facts. After studying these writings the compiler acknowledges they are as well-researched as any historical account and are meant only to add to the appeal, essence and spirit of the authors' concepts. The creators of these literary works may feel that pedantic and unemotional writings will bore a young audience who may learn, embrace and remember more history when it is incorporated in an interesting narrative device. The researcher found that some works included in the study written during the 1950s or early 1960s tended to employ this method. This style was

rarely used as the authorship of the Arab-Israeli conflict continued into the later 1960s through the 1990s. This may be attributable to the fact that young audiences were and are currently far more sophisticated, educated and cognizant of world affairs as they take government, social studies and current events classes, read the daily newspapers, articles in periodicals and are eyewitnesses to the immediacy of the events of the crisis on their home television screens.

Research Question 2: To what extent do the authors display or portray a pronounced prejudicial attitude toward the Palestinian Arabs?

Prejudicial	Non-prejudicial	Palestinian Advocate
17%	72%	13%

After reading and interpreting the annotated works, the researcher discovered that most authors (72%) were not prejudiced or disposed adversely against the Palestinian Arabs nor do they disrespect or belittle their lifestyle, beliefs and achievements. In fact, it was surprising to learn that almost all were empathetic, sympathetic and genuinely touched by their plight as refugees after the 1948 War of Independence. They desire the Palestinians to have a state of their own so that lasting peace can be achieved in the Middle East. 13% were found to be Palestinian advocates as champions of their cause with leanings toward anti-Israeli sentiments.

Before studying this juvenile material the researcher believed

the authors would be predisposed in favor of the Israelis' stance but this erroneous concept dissipated shortly after analyzing and understanding the contents of the various works. The writers portray the average Palestinian Arab as a victim in a ceaseless, tumultuous and fearful war, or as a pawn in a territorial power game perpetrated by Arab, Russian, United States and Israeli political and military leaders. They depict the Palestinian Arab children's violent actions during the Intifada as the result of pent up anger and frustrations after living a lifetime in the deprived atmosphere of the occupied territories of the West Bank and Gaza Strip with no peace in sight nor homeland to call their own. The children are portrayed as products of their Palestinian societal circumstances, upbringing, ideology and ancient prejudices, hatreds and fears.

Only 17% of the authors showcased are openly, distinctly and blatantly contemptuous of the Arabs as they hold fast to the viewpoint that the Israelis had to constantly fight in order to ensure that the nation state of Israel survives and continues to exist. These authors portray the Israelis as a people whose communal psyche believes that Israel has been won for them with Jewish lives and the Palestinian Arabs are intolerant of the fact that Israel is their predestined Biblical promised homeland as voiced by the Zionist philosophizing of Theodor Herzl.

Research Question 3: To what extent do the authors depict the Palestinian Arabs in a stereotypical manner?

Great Extent	Lesser Extent	Do not stereotype
11%	8%	83%

The major portion of the authors and historians (83%) look upon the Palestinian Arabs as an unfortunate people who have been forced to flee their homes and homeland to live as refugees without any hope of regaining the freedom or status they enjoyed in Palestine prior to the Arab-Israeli conflict. They are shown as maintaining, under trying circumstances, close knit families who are valiantly at- tempting to raise their children with their religious faiths intact and with as much education as is possible to achieve.

19% of the authors depict the Palestinian Arabs to a greater or lesser extent in a stereotypical manner by labelling them in the same instance as the instigators and aggressors in the bloody conflict although unskilled, unintelligent and awkward in the strategies of warfare. They point chiefly to the terrorist tactics used by the Palestine Liberation Organization and its chairman Yassar Arafat as a method of eliminating the Jews from Israel. These writers feel that the PLO has contributed to the development, prolongation, intensity and ferocity of the conflict.

Some authors do not treat the Palestinian Arabs in any light but merely as shadowy background figures who exist but do not play important roles. Their depictions concentrate on important leaders, their lives and their positive or negative effect on the events in the Middle East.

Research Question 4: Do the authors attempt to add an element of humanity to their writings or is the literature written as purely historical?

Add Element of Humanity	Purely Historical
93%	9%

It is evident that the majority of the authors (93%) manage to humanize their historical writings in order to capture the interest of their young audience. They depict the Israelis and Palestinian Arabs as ordinary human beings caught up and trapped by circumstances and longstanding prejudices that force them to live in an atmosphere of bitter adversity each day.

The writers contend that the Israeli and Arab children barely subsist to survive physically, emotionally and psychologically and strive to overcome the myriad problems in their daily existence. They particularize the indomitable spirit that spurs these youngsters to create prize winning stories, poetry and paintings, attend schools and camps in their effort to understand each others culture and religion and pray unceasingly for peace not just in the Middle East but all around the globe. In personal memoirs and compilations of intense introspective interview sessions and roundtable debates and discussions young Palestinian and Israeli teenagers attempt to air their differences and relate to their similarities. This younger generation realizes the future of the region rests with them and they are ready to take on the responsibility and hopefully break the cycle of fear and hatred in the region. The writers' compassion tend to be evenly divided between the Israeli and Arab children and display no favoritism for either.

Several authors plumb the human element by stating that the

Jewish people fought with courage, patience, faith and skill to keep their land. They do not only relate the details and strategies of the battles of the conflict but count the cost in human terms on the side of the Israelis.

Most of the writers, historians and journalists, not just the hardline Palestiniana supporters, provide tearful accounts of the sorrow and bitterness of the Palestinian Arabs who were deprived of their rightful lands and livelihoods by the influx over many decades of thousands of Jewish immigrants who took over Palestine. The Arab-Israeli conflict has been summed up as a human tragedy involving two peoples who are struggling to exist on the same strip of land at the same time. Even the most ardent Israeli advocate has expressed humanity and pity for the Palestinian Arab refugees, especially the children, whose lives are comprised of devastation, deprivation and disaster as they try to exist in the Israeli occupied territories of the West Bank and Gaza Strip.

The authors offer their hopes and plans for a peaceful resolution to the crisis. They echo the sentiments of most Israelis and Palestinian Arabs primarily the youngsters who desperately yearn for peace to come swiftly with a satisfying effect for all involved.

Recommendations

The compiler recommends that this seminal juvenile annotated bibliography act as a staple reference in the libraries of

elementary, junior high and high schools, both public and private, religious institutions as well as colleges and universities.

Reference librarians should reach naturally for this search and research engine as they do for any other ready reference tool in their department. This multi-dimensional resource will provide schoolchildren, young adults, teachers, educators, parents, professionals and other interested end-users access to accounts regarding the crisis as well as other major subsidiary topics of interest including geography, world politics, diplomatic negotiations, terrorism, Zionism, religion, ethnic and cultural divisiveness and military history.

These topics are exemplified in this annotated bibliography which is divided into twelve major headings and further divided by explanatory subheadings. Pertinent subject matter can be discovered by simply scanning the informative descriptors. The bibliography is also recommended for any diversified type of source the patron is seeking concerning the Arab-Israeli conflict be it a diary, essay, almanac, pictorial work among many other methodologies.

The included works may be used in conjunction with the classroom curriculum as well as by the inquisitive information seeker. This implement has been designed and targeted to provide sources that are relevant, meaningful, accurate, mainly unembellished, humane, and educational so that the user will have no doubt or hesitation as to the publication's authenticity, authority, utility and worthiness.

The compiler recommends this serviceable aid which has been researched to the utmost extent. Only those works deemed appropriate, suitable, essential, professional, and knowledgeable were made available in the collection in order to enhance the bibliography's innate primary value and importance as an asset to teaching and studying.

The choices stemmed from the investigator's express purpose to provide contrasting interpretations which may be biased, open-minded, stereotypical, non-judgmental, pro-Arab, or pro-Israeli in order for the young audience to achieve an all-encompassing portrayal of events and circumstances. The bibliography is user-friendly in its offerings of substantive information regarding all aspects and attitudes on the conflict.

It is recommended to assist the acquisitions and collection development departments to consult in order to enhance their institution's holdings in this vital area which is garnering such worldwide headline attention and demand for materials by library patrons and researchers.

One can rationalize the juvenile bibliography as a fundamental scholarly foundation upon which future additions can be constructed. It is perceived by the researcher as a constantly evolving document which by no means was intended to be limiting or static. The scope can certainly be widened and enhanced upon by incorporating non-English language monographs and periodicals in order that the findings be representative of the entire corpus of knowledge available for youngsters on the conflict. Many translations

were included but materials published in German, Arabic, Hebrew, and French were one of the unfortunate limitations to the accomplishment of a consummate bibliography.

Although this annotated bibliography contains the most recent texts and articles that the researcher could unearth concerning the crisis, it is expected that much more juvenile literature on the ongoing conflict and the search for an ultimate durable peace is being created and produced for publication at this time.

The compiler foresees that ongoing research into the psychology of children living under extreme stress during the conflict would be a worthwhile challenging subtopic when the study is resumed in the future.

Some adult literature case studies concerning this subject were surveyed in Chapter II but a more thorough investigation of what exists should be of great interest, importance and help to young readers, those who interact with them and investigators who want to delve deeper into the souls and minds of the youth inextricably entangled in an evil that has been forced upon their innocent lives by the sins of previous generations.

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APPENDIX

CHECKLIST

CHECKLIST

Part I BIBLIOGRAPHIC DATA AND PHYSICAL DESCRIPTION

Media: Monograph [ ] Articles: Newspaper [ ] Periodical [ ]
Physical Arrangement: Alphabetical [ ] Subject [ ]
Entry Number:
Main Entry - Author(s), Editor(s), Title:
Title: Edition:
Place of Publication, Publisher, Date of Publication:
Pagination:
Special Features: Appendix(ces) [ ] Chronology(ies) [ ] Glossary(ies) [ ] Illustration(s) [ ] Maps(s) [ ] Other [ ]
Bibliography(ies) [ ] Index(es) [ ]
Series Statement:

Part II CONTENT ANALYSIS

Library of Congress Subject Heading Classification:
Middle East-Social life and customs [ ] Israel-Arab conflicts-Origin [ ] Israel-Arab conflicts [ ] Jewish-Arab relations[ ] Children and war [ ] Israel-Arab conflicts-Personal narratives [ ] Biography [ ] Interviews [ ] Newspapers [ ] Periodicals [ ] Diplomatic negotiations in international disputes [ ] Miscellanea [ ]
Type of work: Area Study [ ] Atlas [ ] Biography [ ] Case Study [ ] Diary [ ] Dissertation [ ] Encyclopedia [ ] Essay [ ] General [ ] Interview [ ] Letters [ ] Newspaper [ ] Periodical [ ] Personal narrative [ ] Pictorial [ ] Stories [ ] Textbook [ ]
Scope:

Part III EVALUATION AND RECOMMENDATIONS

Authority of the Author(s) Editor(s):
Does the literature indicate that the author fictionalizes, popularizes, or embellishes history? Yes [ ] No [ ] Does the author portray the Palestinian Arabs in a prejudicial manner? Yes [ ] No [ ] Does the author stereotype the Palestinian Arabs? Yes[ ]No[ ] Does the author add an element of humanity? Yes [ ] No [ ]
Target Audience: Children [ ] Young Adults [ ]
Recommendation(s): Title of Publication: Date of Publication: Page Number: Recommended [ ] Not Recommended [ ]

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